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ABSTRACT

This guide is designed to provide basic guidelines and points of reference for participation in discussions on policies and practices related to the inclusion of students with disabilities in large-scale assessment programs. The results of a survey of statewide assessment programs are discussed, including findings that very few states currently have policies which provide for full participation of students with disabilities. State profiles provide a snapshot of each state's policies and current practices in assessment, including exemption of students with disabilities, available accommodations, and reporting of scores of students with disabilities. Following the state profiles, key policy and implementation issues are highlighted for students with disabilities, along with suggested strategies for improving state policy and program development related to assessment. Examples of accommodations from state assessment policies that may be useful in developing a student's Individualized Education Program or in designing state polices are also provided. An information brief provides an overview of the role of assessment in educational reform and highlights issues related to the inclusion of students with disabilities in large-scale assessment. A glossary of assessment terminology and contact information for state departments of education and parent centers on disability are included. (CR)

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Federation for Children with Special Needs
Boston, Massachusetts

EC 306409

Including Students with Disabilities in Statewide Assessment Programs

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All Kids Count

Including Students with Disabilities in Statewide Assessment Programs

by
Julia K. Landau, J.D., Janet R. Vohs, B.A., and Carolyn A. Romano, J.D.

Book Design by **Janet Malone**

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Richard J. Robison, Executive Director
Boston, Massachusetts

The Federation for Children with Special Needs is a nonprofit organization based on the philosophy of parents helping parents. Founded in 1974 as a coalition of twelve disability and parent organizations, today the Federation is an independent advocacy organization committed to quality education and health care for all, and to protecting the rights of all children. To this end, the Federation provides information, support, and assistance to parents of children with disabilities, their organizations, their professional partners, and their communities. We further believe that listening to and learning from families and from people with disabilities about their experiences, knowledge, hopes, and dreams are fundamental to shaping a society in which everyone's contributions count.

Parents Engaged in Education Reform (PEER) is a national technical assistance project funded by the U.S. Department of Education, Office of Special Education Programs. PEER's purpose is to support parents of children with disabilities and their organizations to be informed, active participants in education reform efforts.

Through publications, teleconferences, workshops, and institutes, the PEER Project provides opportunities for parents, parent organizations, and professionals to learn about school reform efforts occurring in states and local communities. In addition, to enhance opportunities for early literacy for at-risk students, PEER is providing information and training to parent and community organizations in promising and best practices in early literacy. Information briefs, facts sheets, and a resource manual on school reform are currently being developed.

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PEER Core Staff
Carolyn A. Romano, Project Director
Janet R. Vohs, Assistant Project Director
Martha H. Ziegler, Senior Resource Specialist
Richard J. Robison, Technical Monitor
Kristen "Nummi" Nummerdor, Graphic Designer
Piyanuch "Oui" Sirithanachai, Project Assistant
John Sullivan, Technology Specialist

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Additional copies of *All Kids Count* may be ordered from:
PEER Project
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, Massachusetts 02116
Voice/TDD: (617) 482-2915
Fax: (617) 695-2939
E-mail: peer@fcsn.org

Resources of the PEER Project can be accessed on the World Wide Web at: www.fcsn.org/peer.

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Closest to home, at the Federation offices in Boston, we thank the following for their invaluable support and contributions: **Evie Hausslein** who contacted all the state education officials, managed to keep track of piles of enormously detailed information, and then helped us transform all of it into a format that would be maximally useful; **Piyanuch "Oui" Sirithanachai**, for her mastery at deciphering handwritten notes and translating them swiftly and accurately while preparing revisions of the various manuscripts; and **Kristen "Nummi" Nummerdor** who cast a constructively critical eye over all and helped shape the final product.

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Introduction

"*Measure what you treasure.*" This popular saying is particularly relevant when considering the participation of students with disabilities in statewide assessment systems. Statewide assessments have become a key component of school reform initiatives because they are seen as a way to hold schools accountable for the educational results of all students. Assessments also help states and school districts gather information about student performance and progress, leading to improved education for all students.

Yet, a look at the recent history of assessment practices across the country reveals that students with disabilities have been excluded from assessments at alarmingly high levels: approximately fifty percent of students with disabilities have been excluded from various large-scale assessments, with rates of exclusion varying widely from state to state. Exclusion from large-scale assessment systems gives an unfortunate message that the learning achievements and progress of some students don't count. If, as a nation, we really do believe that all students count, then we must count all students, including students with disabilities, in statewide assessments. Counting all students does not mean that all students take the same tests. It does mean that every student deserves full and equal opportunity to demonstrate what he or she knows and is able to do. It also means that every student's learning and educational progress is accounted for and considered when critical policy and program decisions based on assessment scores are made.

All Kids Count is intended as a basic primer on the participation of students with disabilities in statewide assessment systems. Its purpose is to give parents, parent leaders, professionals, and other interested parties basic guidelines and points of reference for participating in discussions around policies and practices related to the inclusion of students with disabilities in large-scale assessment programs.

Right now educators, school administrators, parents, policymakers, test designers, and other stakeholders are intensely engaged in developing new strategies to include students with disabilities in large-scale assessments. One important impetus for this increased attention to assessment occurred on June 4, 1997, the day President Clinton signed into law the Individuals with Disabilities Education Act (IDEA) Amendments of 1997. IDEA now requires that students with disabilities have access to the same high standards and general education curriculum as their non-disabled peers. IDEA also *requires that all students with disabilities be included in state and district assessments, with accommodations where appropriate.* Participation of children with disabilities is similarly required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Benefits to Students

Statewide assessments have enormous ramifications for students with disabilities. Benefits to students include:

- **A Key to Higher Expectations**. The overall goal for our nation's many education reform initiatives is to raise the level of learning for all students, including students with disabilities. This goal is grounded in the belief that all students are capable of meeting *much higher standards* than have been expected of them in the past. Historically, expectations for students with disabilities have been appallingly low, as these students have been discouraged from participating in general curriculum studies. Students with disabilities must participate in assessments to ensure meaningful access to the same high curriculum and standards that drive education for all other students.

- **School Accountability for All**. Participation in assessments sends the message that schools are accountable for all students reaching higher levels of learning. The higher expectations placed on schools can result in increased use of accommodations or adaptations and other strategies to help students with disabilities reach higher standards.

- **A Role in Shaping Policies and Programs**. To help students meet higher standards, state and local education agencies are developing new instructional methods and technologies. Data from assessments can be used to gather information about promising practices and to improve programs. If students with disabilities are included in assessments, their needs will be considered in shaping education policies, programs, and practices.

- **High Stakes for Individual Students**. For individual students, the importance of assessment may be even more direct and critical. Increasingly, assessments are used as the basis for awarding diplomas or for gaining access to post-secondary opportunities. Students with disabilities must have equal opportunities to demonstrate their competencies in order to have full and equal access to future life opportunities.

States are now reviewing and revising their policies in order to comply fully with IDEA. Educators must now consider the achievement of all students with disabilities when evaluating the performance of a school, district, or state. These changes to IDEA provide great promise. When properly implemented, they will ensure that students with disabilities receive the full benefits of education reform. As with all other aspects of special education law, however, making the promise a reality is contingent on the active participation of parents of students with disabilities working in partnership with educators.

In America, we treasure education and view it as essential to creating the educated citizenry necessary for a democracy to flourish. We treasure our children as the best hope for our future and the future of our country. With active participation of parents, committed professionals, and ordinary citizens, we *can* create an educational system that demonstrates its commitment to each child by counting and being accountable for each child's learning.

Overview of Contents

All Kids Count contains the following components:

- **Executive Summary: Analysis of Statewide Assessment Survey Results** —This Summary provides a national picture of statewide assessment policies and practices, including those related to the participation of students with disabilities in statewide assessment programs. The analysis is based on findings from the PEER Project's state-by-state survey of statewide assessment programs.

- **State Profiles: Statewide Assessment Survey Results** — The State Profiles are based on the PEER Project's survey of individual state policies and practices related to statewide assessment. In addition to general information about each state's assessment program, there are brief answers to specific questions related to the inclusion of students with disabilities in assessments, the use of accommodations, and the reporting of scores.

  In conducting this survey, the PEER Project analyzed state policy documents and directly contacted state education officials to update, verify, and expand upon the Council of Chief State School Officers' *Annual Survey of State Student Assessment Programs* (Fall 1996, data on 1995-96 programs). The PEER Project's survey was conducted from Summer 1997 through February 1998. The PEER Project recognizes that states are continuously engaged in addressing school reform and assessment issues, and, therefore, some of the reported information may already have changed.

- **Policy Issues, Questions, and Strategies** — This section highlights key policy and implementation issues for students with disabilities and suggests strategies for improving state policy and program development related to assessment.

- **Examples of Accommodations from State Assessment Policies** — The PEER Project compiled this list of accommodations while reviewing state assessment policies. They are offered as examples of possible accommodations that may be useful in developing an individual student's IEP or 504 plan, or in designing state policies.

- **Assessment: A Key Component of Education Reform** — Prepared by Martha L. Thurlow, Ph.D., Associate Director, National Center for Educational Outcomes, this *PEER Information Brief* provides an overview of the role of assessment in education reform and highlights issues related to the inclusion of students with disabilities in large-scale assessments.

- **Glossary of Key Terminology**

- **State Departments of Education Contact Information**

- **Parent Centers on Disability Contact Information**

Executive Summary

Analysis of Statewide Assessment Survey Results

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Executive Summary
Analysis of Statewide Assessment Survey Results

Over the past months, from the Summer of 1997 through February 1998, the PEER Project conducted a survey of statewide assessment programs. The purpose of the survey was to provide parents, parent leaders, professionals, advocates, and others with a snapshot of their state's policies and current practices in assessment. With the recent passage of the IDEA Amendments of 1997, many statewide assessment programs are in flux; nearly all will have to make major changes in assessment policies and practices to fully implement IDEA. The survey findings and individual state profiles will assist those efforts in a number of ways. First, since students with disabilities have been largely excluded from large-scale asessment in the past, parents and others concerned with the education of students with disabilities are unfamiliar with the language and practices of assessment. The state profiles provide a handy reference for understanding the status of statewide assessment in one's own state and for identifying areas where more information may be needed. The survey will also serve a useful purpose by providing a point of reference to gauge future progress toward achieving full compliance with IDEA.

The following report summarizes our key findings as of February 1998.

General Overview

Forty-seven states currently have some form of statewide assessment program in place. Statewide large-scale assessments are usually standardized "paper and pencil" assessments that are different from the individualized evaluations required by IDEA. Statewide assessment programs have different goals than special education assessments. Usually, the purpose of a statewide assessment is twofold: (1) to provide information about individual student achievement, and (2) to gauge the success of schools and school systems, i.e., to hold educators accountable for student attainment of educational outcomes.

In many states, test results have high stakes for individual students. For example, more than a third (43%) of the states require students to "pass" an assessment in order to receive a high school diploma. These high stakes underscore the importance of participation. If students with disabilities are exempt from the assessment, they will not even be considered when schools are determining which students are eligible to receive diplomas.

The type of assessments utilized by states throughout the country are quite varied. There is a wide range in the choice of specific assessment instruments, the grades in which students are assessed, the subjects tested, and the types of questions used. Regardless of the specific nature of a state's assessment system, full implementation of IDEA requires a focus on state policies for including and accommodating students with disabilities in the assessment program.

Findings Related to Students with Disabilities

The following is a summary of the PEER Project's survey findings (corresponding to questions 6, 7, and 8 of the state profiles) which pertain to students with disabilities.

1. Participation of All Students with Disabilities in Statewide Assessment

> The state must have "*...in effect policies and procedures to ensure that...[c]hildren with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary*" [20 U.S.C. 1412(a)(17)].

All children with disabilities must participate in statewide assessment. Yet, very few states currently have policies which provide for full participation of students with disabilities. The vast majority (89%) of states currently allow exemption of some students with disabilities. The exemption criteria for many states are quite broad, leading to concern that existing policies contribute to exclusion of large numbers of students from participation in the assessment. More than one quarter (28%) of the states do not provide any specific criteria for IEP teams to utilize when determining exemptions. In addition, there are still some states (17%) that continue to exempt students based on the restrictiveness of their placement or the category of their disability, policies that are clearly inconsistent with the IDEA Amendments of 1997. In a few states, the IEP team is not used to determine a student's participation in assessments. These policies and practices will need to be changed to comply with IDEA.

One third of the states allow exemptions for students whose instructional programs do not reflect the learning standards on which the test is based or for students who are not seeking a diploma. These exemption criteria are particularly troubling. IDEA was amended to require access to the general education curriculum. This change was made in recognition of the fact that many students are currently denied the opportunity to learn the same curriculum provided to students without disabilities. Thus, exemption criteria linked to a student's lack of participation in the general curriculum will simply solidify these exclusionary practices.

IDEA now mandates that a state must conduct alternate assessments for children who cannot participate in the general statewide assessment, even with accommodations [20 U.S.C. 1412(a)(17(A)(ii)]. "Only a small percentage" of students should participate in the state assessment program with alternate tests [Note to Proposed Rules 34 C.F.R. 300.138]. Alternate assessments must be available no later than July 1, 2000. Yet, a Summer 1997 phone survey conducted by the PEER Project found that 62% of the 26 states responding did not have alternate assessments available. This finding is consistent with the survey conducted by the Council of Chief State School Officers* which indicated that 90% of the states did not have alternate assessments available. This is of grave concern, because the unavailability of these tests means that students requiring alternate assessments to demonstrate what they know will be denied that opportunity. It will take time to develop the alternate assessments necessary to provide students with equal opportunities to demonstrate their competencies. Therefore, state agencies must act quickly in order to comply with IDEA and be ready to conduct alternate assessments by July 1, 2000.

State officials frequently indicated that they were in the process of revising state exemption policies in view of the new IDEA requirements. Significantly, all the states have adopted policies regarding participation of students with disabilities, a change that signifies notable progress over recent years. In addition, the vast majority of states utilize the IEP team for making assessment decisions. It is now crucial that parents, educators and state and federal officials ensure that any new policies address the needs of all students with disabilities.

2. Provision of Appropriate Accommodations in order for Children with Disabilities to Participate in Statewide Assessments

The IEP must include "*...a statement of any individual modifications in the administration of State or districtwide assessments of student achievement that are needed in order for the child to participate in such assessment*" [20 U.S.C. 1414(d)(1)(A)(v)(I)].

The IEP team is authorized and required to specify any accommodations and modifications necessary for the child to participate in the statewide assessments. In the vast majority of states, the IEP teams do determine individual accommodations. Few states, however, comply fully with IDEA requirements.

Almost three quarters of the states (72%) provide a list of "approved accommodations." The majority of these states, however, preclude IEP teams

* *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers. Washington, DC.

from recommending an accommodation that is not on the approved list. Such a restriction is inconsistent with IDEA because it limits the ability of the IEP team to choose accommodations or modifications based on the student's individual needs. Only five states appear to permit IEP teams to choose the accommodations or modifications a student needs even if the accommodations are not on the state's approved list. Twelve states allow the IEP team to request state approval for an accommodation that is not listed. However, this approval process still removes the IEP decision about accommodations from the team most knowledgeable about the child, a practice inconsistent with IDEA.

State policies which allow IEP teams to consider the full range of accommodations, including those utilized in classroom instruction, will best protect against discrimination in assessment practices. Approximately one quarter of the states appear to have such policies, allowing IEP teams to consider accommodations based solely on the child's individual needs. At the same time, it is important to note that additional research will be needed to address technical issues around test measurement and use of the full range of accommodations.

3. Reporting Scores of Students with Disabilities with the Scores of All Other Students ("Aggregated") and Separately from the Scores of Students without Disabilities ("Disaggregated")

Reports to the public under...[this section]...must include aggregated data that include the performance of children with disabilities together with all other children and disaggregated data on the performance of children with disabilities [Proposed Rules 34 C.F.R. 300.139 (b)].

IDEA requires states to report the scores of students with disabilities in two ways. First, school, district, and statewide summaries must report the scores of students with disabilities with the scores of all other students ("aggregated" scores). This provision is important because if the scores of students with disabilities are only reported separately, the achievement of students with disabilities is likely to be considered as less important when evaluating school performance. As stated in the comment section of the proposed rules regarding aggregation of data: "The Secretary believes that the IDEA Amendments of 1997 were designed to foster consideration of children with disabilities as a part of the student population as a whole." In addition, school, district, and statewide summaries must also report the performance of children with disabilities separately from the scores of students without disabilities ("disaggregated" scores) to allow analysis of student performance and identification of specific trends.

Approximately one fifth (23%) of the states currently report both aggregated and disaggregated scores. Approximately one half of the states report only disaggregated scores, reporting the performance of students with disabilities separately from students without disabilities. The remaining states only provide aggregated reports, incorporating the scores of students with disabilities in local and state reports. As states move forward to implement the new provisions of IDEA, they must ensure that all reports are comprised of scores of students with disabilities in the aggregated and disaggregated forms. Reporting aggregated and disaggregated scores will ensure that the performance of students with disabilities is fully considered when evaluating the overall performance of our public schools.

Again, the PEER Project emphasizes that these findings are intended as a snapshot of the status of statewide assessment programs at a particular moment in time. The U.S. Department of Education, states, school districts, educators, parents, professionals, students, and other interested citizens will continue to be actively engaged in developing meaningful ways to measure progress and evaluate educational practices of students and schools. It is critical that issues for students with disabilities be considered as these systems are designed and developed. Implementing IDEA will present many rewards and challenges as we strive to extend the benefits of school reform to all students.

State Profiles

Statewide Assessment Survey Results

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When are students tested? [1]

- Annually, 3rd through 12th grades

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- High school graduation (exit requirement)
- Student diagnosis
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School performance reporting
- Warnings to schools
- Schools placed on probation or watch lists
- School takeovers

What tests are used? [1]

- Alabama Early Learning Inventory (kindergarten) (pilot for Fall 1998)
- Alabama Diagnostic Reading Assessment (grades 1, 2) (pilot for Fall 1998)
- Stanford Achievement Test (grades 3 - 11)
- Writing assessment (grades 5, 7)
- Geometry end-of-course test (grade 7 - 12) (last year of administration; phasing out with new graduation exam)
- Basic Competency Test (grade 9) (current checkpoint for Exit Exam)
- Exit Exam (grades 11, 12) (developing new exam with higher standards)

Are students with disabilities exempt? [2, 3]

- For Stanford Achievement Test - Exemptions given to students who cannot adhere to standardized procedures, as determined by IEP team.
- For Basic Competency Test and High School Exam - Exemptions given to students who are not pursuing a high school diploma, as determined by IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Other accommodations available with state approval, as recommended by IEP team.
- Accommodations must be consistent with instructional practice.
- Accommodations used in classroom assessments.

How are scores of students with disabilities reported? [2]

- Exit Exam - School, district, and statewide reports separate ("disaggregate") scores of students receiving special education services from scores of the other students.
- Other assessments - School, district, and statewide reports combine ("aggregate") scores of students receiving accommodations with scores of the other students.

ALABAMA

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1997-98 Statewide Student Assessment Programs* (Fall 1998). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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ALASKA

Statewide Assessment Program

When are students tested? [1]

- 4th grade
- 5th grade
- 7th grade
- 8th grade
- 10th grade
- 11th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics

What types of questions are used? [1]

- Multiple choice
- Extended constructed response

How are test results used? [1]

- Curriculum planning
- Improvement of instruction
- School performance reporting

What tests are used? [1]

- California Achievement Test (fifth edition) (grades 4, 8, 11)
- Alaska Writing Assessment (grades 5, 7, 10)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students whose IEP teams determine that test results would be meaningless, even with the use of accommodations.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- Annually, 3rd through 12th grades

What subjects are tested? [1]

- Language Arts
- Reading
- Mathematics

What types of questions are used? [1]

- Multiple choice

How are test results used? [1]

- Improvement of instruction
- Program evaluation
- School performance reporting

What tests are used? [1]

- Stanford Achievement Test, 9th Edition

Are students with disabilities exempt? [2, 3]

- Exemptions given to students identified as: "trainable mentally handicapped, educable mentally handicapped, visually handicapped, hearing handicapped, multiply handicapped, or seriously emotionally handicapped."
- Exemptions given to students not required to attend regular classes in school.
- Exemptions given to students with learning disabilities whose IEPs state that testing would be detrimental.
- Exemptions given to students as determined by IEP team.
- Tests given to exempt students at parent's request.
- Note: The policy is currently being revised to ensure inclusion where possible.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Accommodations should reflect techniques teachers normally use.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities from scores of students without disabilities.
- In the future, it is expected that school, district, and statewide reports will both combine ("aggregate") and separate scores of students with and without disabilities.

ARIZONA

Statewide Assessment Program

Footnotes:

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

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[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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ARKANSAS

Statewide Assessment Program

When are students tested? [1]

- 4th grade
- 5th grade
- 7th grade
- 10th grade
- 11th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used?[1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- Student diagnosis
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School performance reporting

What tests are used? [1]

- Criterion-referenced test (grades 4, 8, 11/12)
- Stanford Achievement Test, 9th Edition (grades 5, 7, 10)
- Developing end-of-level testing

Are students with disabilities exempt? [2, 3]

- All students with disabilities should participate in the assessment.
- Students with disabilities for whom it is deemed inappropriate by their IEP team to take the standard test assessments shall participate in alternate assessments. A task force will be established to advise the state in developing the alternate assessments.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities from scores of students without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- Annually, 2nd through 11th grades
- 12th grade - voluntary

What subjects are tested? [1]

- Language Arts
- Mathematics
- Reading
- Writing / Written Expression
- Science
- History / Social Science
- Health Careers - voluntary
- Business - voluntary
- Agriculture - voluntary

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response
- Performance tasks

How are test results used? [1]

- Student diagnosis
- Student awards or recognition
- School performance reporting
- Merit diplomas

What tests are used? [1]

- Stanford Achievement Test, 9th Edition (grades 2- 11)
- Golden State Exams (honors exams) (grades 8 - 12) - voluntary
- Assessments in Career Education (grades 9 - 12) - voluntary

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team
- Exemptions given upon parental request

What accommodations are available so that students with disabilities can participate? [2]

- List of types of accommodations approved by state Department of Education.
- No accommodations available for Golden State Exams.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with disabilities who take the tests under standardized conditions with scores of students without disabilities, and separate ("disaggregate") the scores of students with disabilities who take the tests under non-standardized conditions.

CALIFORNIA

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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COLORADO

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 4th grade
- Projected for future: 5th and 8th grades

What subjects are tested? [1]

- Reading
- Writing
- Projected for future: Mathematics and Science

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- Student diagnosis
- Student placement
- Improvement of instruction
- School and district accountability

What tests are used? [1]

- Colorado Student Assessment Program

Are students with disabilities exempt? [2, 3]

- Exemptions given to students not working toward district or state standards and where assessments are not appropriate, as determined by IEP team.
- State Department of Education encourages inclusion of all students in assessment.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 4th grade
- 6th grade
- 8th grade
- 10th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Science

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response
- Performance tasks

How are test results used? [1]

- Student diagnosis
- Student placement
- Student awards or recognition
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School performance reporting
- School monetary awards
- School awards or recognition

What tests are used? [1]

- Connecticut Mastery Test (grades 4, 6, 8)
- Connecticut Academic Performance Test (grade 10)

Are students with disabilities exempt? [2, 3]

As determined by IEP team, exemptions given to:

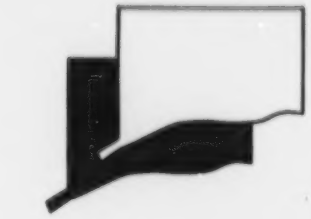
- Students whose IEPs do not contain academic goals/objectives consistent with curriculum being assessed.
- Students who have emotional maladjustments or physical handicaps such that a test would yield uninterpretable results.
- Students for whom there is evidence that formal test situations, even with modifications, create a dysfunctional emotional state which impairs performance.
- Students for whom there is evidence that testing would not yield a valid assessment of ability even with modifications.
- Note: Students can be partially exempt and/or have out-of-level testing.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Other accommodations available with state approval.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities.
- Percentage of students exempt from testing is reported.



CONNECTICUT

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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DELAWARE

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 5th grade
- 8th grade
- 10th grade
- Projected to be added in 1998: 4th, 6th, and 11th grades

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Projected to be added in 1998: Science and Social Studies

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- High school graduation (exit requirement)
- Student diagnosis
- Improvement of instruction
- Program evaluation

What tests are used? [1]

- Delaware Student Testing Program
- Reading, Writing, Mathematics (grades 3, 5, 8, 10)
- Science and Social Studies (grades 4, 6, 8, and 11, projected for 1998)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students with moderate to severe cognitive disabilities, as determined by the IEP team, using specific required criteria (i.e., cognitive ability and adaptive behavior prevent complete course of study for diploma program, not due to absences, and not primarily the result of learning disabilities, emotional disabilities, visual or auditory disabilities, or social, cultural, and economic differences).
- Students who are exempt from writing assessments are assessed by alternative means.
- Note: The policy is currently being revised to ensure inclusion where possible.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations and/or assistive devices included in student's IEP or 504 plan, and used in instructional program.
- Accommodations for the assessment cannot be introduced for the first time in an assessment situation.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities from scores of students without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- Grades I - II

What subjects are tested? [1]

- Reading
- Mathematics

What types of questions are used? [1]

- Multiple choice

How are test results used? [1]

- Program evaluation
- Student promotion (one factor)
- Identification of students at risk
- Curriculum planning
- Improvement of instruction

What tests are used? [1]

- Stanford Achievement Test, 9th Edition

Are students with disabilities exempt? [2, 3]

- Students are excluded only when the teacher and the principal, with input from the parent, determine that a student's cognitive functioning is impaired to the extent that the student will not benefit from the accommodations permitted.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by the district.
- Requests for other accommodations used routinely during classroom instruction or assessments must be made to the Division of Special Education.

How are scores of students with disabilities reported? [2]

- Scores of students with disabilities are disaggregated.

DISTRICT OF COLUMBIA

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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FLORIDA

Statewide Assessment Program

When are students tested? [1]

- 4th grade
- 5th grade
- 8th grade
- 10th grade
- 11th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response / Essay

How are test results used? [1]

- High school graduation (exit requirement HSCT only)
- Student diagnosis
- Improvement of instruction
- Program evaluation
- Performance reporting for school, district, and state

What tests are used? [1]

- Florida Writing Assessment Program (grades 4, 8, 10)
- Florida Comprehensive Assessment Test (grades 4, 5, 8, 10)
- High School Competency Test (grade 11)

Are students with disabilities exempt? [2, 3]

- For Florida Writing Assessment Program - Exemptions given to any student with a disability, as determined by IEP team.
- For Florida Comprehensive Assessment Test - Exemptions given to any student unable to complete the test with allowable modifications, as determined by IEP team.
- Exemptions given to students, as determined by IEP team.
- Exemptions are not given to students due to absences or social, cultural, or economic differences.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities from scores of students without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- Kindergarten
- 3rd grade
- 5th grade
- 8th grade
- 11th grade
- 12th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response
- Performance tasks

How are test results used? [1]

- High school graduation (exit requirement)
- Student diagnosis
- Student placement
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Program evaluation
- School performance reporting

What tests are used? [1]

- Georgia Kindergarten Assessment Program
- Curriculum-Based Assessments (grades 3, 5, 8)
- Norm-referenced testing (grades 3, 5, 8, 11)
- Writing assessment (grades 3, 5, 8)
- Georgia High School Graduation Tests (grades 11, 12)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students whose IEP teams determine that tests are not appropriate.
- Exemptions given to students whose IEP teams determine that the student will work towards a special education diploma.
- Alternate means of assessment for exempt students are identified by the IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- A suggested list of appropriate accommodations and modifications is provided by state Department of Education.
- Individual test manufacturers also list accommodations for determining standard or nonstandard administration.
- Accommodations are consistent with those identified by the IEP or IAP (504 students) team for instructional purposes.

How are scores of students with disabilities reported? [2]

- Norm-referenced tests - School, district, and statewide reports separate ("disaggregate") scores of students taking a non-standard version.
- Graduation tests - School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities who take the test. State has the ability to disaggregate also.

GEORGIA

Statewide Assessment Program

Footnotes:

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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HAWAII

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 6th grade
- 8th grade
- 10th grade
- 11th grade
- 12th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Mathematics
- Social Studies

What types of questions are used? [1]

- Multiple choice

How are test results used? [1]

- High school graduation (exit requirement)
- Student diagnosis
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School performance reporting
- School awards or recognition
- School monetary awards

What tests are used? [1]

- Stanford Achievement Test (grades 3, 6, 8, 10) (plan to adopt new series)
- Credit by Examination (grades 8 and above) (optional)
- Test of Essential Competencies (grades 10, 11, 12)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students with IEPs indicating Full-time Services or Integrated Services (parents can request participation).
- Exemptions given to students enrolled full-time in special education classes and working towards a certificate rather than towards a diploma.
- Note: Changes will be made to this policy for Spring administration of tests consistent with amendments to IDEA.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Accommodations consistent with daily classroom practice.
- Parent and special education teacher must submit request to state Department of Education.

How are scores of students with disabilities reported? [2]

- Stanford Achievement Test - School, district, and statewide reports separate ("disaggregate") scores of students receiving any non-standard test administration procedures (such as untimed) from scores of students without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- Annually, 3rd through 11th grades

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response
- Examples of student work

How are test results used? [1]

- Curriculum planning
- Improvement of instruction
- Professional development
- School performance reporting

What tests are used? [1]

- Iowa Test of Basic Skills (grades 3 - 8)
- Direct Mathematics Assessment (grades 4, 8)
- Direct Writing Assessment (grades 4, 8, 11)
- Tests of Achievement and Proficiency (grades 9 - 11)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students unable to participate in regular assessment programs even with appropriate accommodations.
- By July 1999, exempt students will participate in alternate assessment.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations available as recommended by IEP team.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with disabilities participating in the assessment without accommodations or with accommodations which are not considered to alter fundamentally the test.
- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities receiving accommodations which are considered to alter fundamentally the test.

IDAHO

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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ILLINOIS

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 4th grade
- 6th grade
- 7th grade
- 8th grade
- 10th grade
- 11th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Extended written response
- Plans to eventually add short written response.

How are test results used? [1]

- Improvement of instruction
- School accreditation
- School exemptions from regulations
- School performance reporting
- Warnings to schools
- Schools placed on probation or watch lists
- School monetary assistance
- Plans to add graduation endorsement at grade 12 in future.

What tests are used? [1]

- Illinois Goal Assessment Program
- Mathematics, Reading, Writing (grades 3, 6, 8, 10)
- Science, Social Studies (grades 4, 7, 11)
- Plans to change subject areas and grades assessed: to move grade 6 to grade 5; to administer Prairie State Achievement Exam for year 2000.

Are students with disabilities exempt? [2, 3]

- Exemptions given to students whose IEP teams determine that tests are not appropriate.
- Alternative assessments may be required for those exempt.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations included in IEP for classroom or local assessment, as long as accommodations are fair and do not compromise the purposes and security of the tests.
- Accommodations determined locally.

How are scores of students with disabilities reported? [2]

- Districts / schools choose whether to include scores of students with disabilities in the school and district averages.
- School, district, and statewide reports do not separate ("disaggregate") scores of students with disabilities from scores of students without disabilities. (Reporting of scores of student with disabilities may change in light of new IDEA requirements.)

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 3rd grade
- 6th grade
- 8th grade
- 10th grade

What subjects are tested? [1]

- Language Arts
- Mathematics

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- Student diagnosis
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School accreditation
- School performance reporting
- School monetary awards
- School awards or recognition

What tests are used? [1]

- Indiana State-wide Testing for Educational Progress

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by the state Department of Education.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities.

INDIANA

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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IOWA

Statewide Assessment Program

The state of Iowa does not currently have a Statewide Assessment Program.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 3rd grade
- 4th grade
- 5th grade
- 7th grade
- 8th grade
- 10th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Multiple mark
- Extended written response
- Note: Local districts are required to give a performance assessment.

How are test results used? [1]

- Student diagnosis
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School accreditation
- School performance reporting

What tests are used? [1]

- Kansas Assessments

Are students with disabilities exempt? [2, 3]

- Exemptions given to students whose IEP teams determine that tests are not appropriate.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities from scores of students without disabilities for school improvement plans, which are the scores used for accountability purposes.
- School, district, and statewide reports, however, also combine ("aggregate") scores of students with and without disabilities.

KANSAS

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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KENTUCKY

Statewide Assessment Program

When are students tested? [1]

- 4th grade
- 5th grade
- 7th grade
- 8th grade
- 11th grade
- 12th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Science
- Social Studies
- Arts & Humanities
- Practical Living / Vocational Studies

What types of questions are used? [1]

- Multiple choice
- Open written response
- Examples of student work (portfolio includes "best piece" entries)

How are test results used? [1]

- Curriculum planning
- Improvement of instruction
- Program evaluation
- Schools identified for assistance
- School takeovers
- School monetary awards
- School awards or recognition

What tests are used? [1]

- Kentucky Instructional Results Information System (grades 4, 5, 7, 8, 11, 12)
- Open response questions
- Portfolio Assessment (writing; mathematics projected)

Are students with disabilities exempt? [2, 3]

- No students are exempt.
- Some students with moderate to severe cognitive disabilities may use "alternative portfolio assessments" as determined by the IEP team.
- Criteria for alternative assessment include: cognitive ability and adaptive behavior which prevent student from completing course of study even with allowable accommodations; extensive instruction needed for community living; leisure/recreational and vocational activities; and an inability to pursue a high school diploma.
- Criteria for alternative assessment do not include: visual, auditory, emotional or learning disabilities, absences, or social, cultural or economic differences.

What accommodations are available so that students with disabilities can participate? [2]

- Adaptations, modifications and accommodations available (including use of assistive technology) provided they are consistent with instructional strategies in IEP/504 plan and available to student in course of his/her instructional process.
- Accommodations used during instruction, as recommended by IEP team.
- Adaptations that do not inappropriately impact content being measured.
- Reading assessments may be read to student when the intent of reading is to measure comprehension, only if this is normal mode as documented in IEP or 504 plan.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities (including alternate portfolio data).

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- Kindergarten
- Annually, 3rd through 11th grades

What subjects are tested? [1]

- Language Arts
- Reading
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Extended written response

How are test results used? [1]

- High school graduation (exit exam)
- Student diagnosis
- Student placement
- Student promotion
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Program evaluation
- School performance reporting
- School awards or recognition

What tests are used? [1]

- Developmental Readiness Screening (kindergarten)
- Criterion-referenced testing (grades 3, 5, 7)
- Norm-referenced testing (grades 4, 6, 8, 9, 10, 11)
- Louisiana Graduation Exit Examination (grades 10, 11)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students who are not placed in Specially Designed Regular Instructional Programs, as determined by IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education
- Other accommodations available as recommended by IEP team.
- Testing modifications should not be different from those indicated on IEP and provided in the classroom.

How are scores of students with disabilities reported? [2]

- Criterion-referenced testing - School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities.
- Norm-referenced testing - School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities, except for scores of students who require a test modification (accommodation) which cannot be allowed based on the publisher's norming procedures.

LOUISIANA

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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MAINE

Statewide Assessment Program

When are students tested? [1]

- 4th grade
- 8th grade
- 11th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Science
- Social Studies
- Health Education
- Arts & Humanities

What types of questions are used? [1]

- Extended written response

How are test results used? [1]

- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- Student awards or recognition
- Student monetary awards or scholarships

What tests are used? [1]

- Maine Educational Assessment

Are students with disabilities exempt? [2, 3]

- Exemptions considered as last resort if school decides assessment will not yield a valid indication of how a student functions in a given content area.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Other accommodations available with state approval, as recommended by IEP team.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with disabilities who take all sections of the assessment with scores of students without disabilities.
- School, district, and statewide reports separate ("disaggregate") scores of students excluded from all or part of assessments and scores of students in composite or self-contained special education program from scores of students without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 3rd grade
- 5th grade
- Annually, 7th through 12th grades

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response
- Performance tasks

How are test results used? [1]

- High school graduation (exit requirement) (in the future)
- Student diagnosis
- Curriculum planning
- Improvement of instruction
- Program evaluation
- School accreditation
- School performance reporting
- School monetary penalties
- Schools placed on probation or watch lists
- School takeovers
- School monetary awards

What tests are used? [1]

- Maryland School Performance Assessment Program (grades 3, 5, 8)
- Maryland Functional Testing Program (grades 7 - 12)

Are students with disabilities exempt? [2, 3]

Exemptions determined by IEP team:

- For Comprehensive Tests of Basic Skills - Students included to fullest extent possible.
- For Functional Testing Program - Exemptions given to students not pursuing high school diploma.
- For School Performance Assessment Program - Exemptions given to students from content areas (e.g., reading, mathematics) that are not part of their instructional programs, and when students' instructional outcomes differ from the Maryland Learning Outcomes.
- For all three tests - Exemptions given to students whose IEPs primarily address alternative outcomes (IMAP, e.g., life skills).

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Other accommodations available with local and state approval.
- Accommodations must be operational in ongoing instructional program and assessment activities.
- Accommodations must not invalidate assessment for which they are granted.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of exempt students from scores of the other students.

MARYLAND

Statewide Assessment Program

Footnotes:

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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MASSACHUSETTS

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 4th grade
- 8th grade
- 10th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Mathematics
- Writing
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- High school graduation (exit requirement) (in the future)
- Student diagnosis
- Curriculum planning
- Improvement of instruction
- Program evaluation
- School performance reporting
- Warnings to schools
- Schools placed on probation or watch lists
- School takeovers

What tests are used? [1]

- Reading assessment (grade 3)
- Massachusetts Comprehensive Assessment System (grades 4, 8, 10)

Are students with disabilities exempt? [2, 3]

- No students are exempt.
- In the future, a small percentage of students may take alternate assessments, as recommended by IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Other accommodations available provided they are consistent with classroom instruction, as recommended by IEP team.

How are scores of students with disabilities reported? [2]

- Reading assessment - School, district, and statewide reports both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.
- Massachusetts Comprehensive Assessment System - not yet decided.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 4th grade
- 5th grade
- 7th grade
- 8th grade
- 11th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Science

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- Student awards or recognition
- Curriculum planning
- Improvement of instruction
- Professional development
- School accreditation
- Michigan School Report

What tests are used? [1]

- Michigan Educational Assessment Program (MEAP)

Are students with disabilities exempt? [2, 3]

- All students have the right to participate; no student may be denied the opportunity to take tests.
- Student / parent may opt for exemption.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education (list is not exhaustive).
- MEAP provides Braille, large-print, and audio versions of current tests.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports can separate ("disaggregate") scores of students eligible for special education services through an IEP and receiving less than 50% of reading / English instruction per week in regular classrooms from scores of students without disabilities (administrator decision).

MICHIGAN

Statewide Assessment Program

Footnotes:

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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MINNESOTA

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 5th grade
- 8th grade
- Projected for 1999-2000: High school level

What subjects are tested? [1]

- Reading
- Writing
- Mathematics

What types of questions are used? [1]

- Multiple choice
- Short written response
- Problem-solving

How are test results used? [1]

- High school graduation (exit requirement)
- School and district summary information for statewide testing

What tests are used? [1]

- Minnesota Comprehensive Assessments (grades 3, 5)
- Basic Standards Tests (screen in grade 8; must pass for diploma by grade 12)

Are students with disabilities exempt? [2, 3]

- Exemptions given as last resort to students who are cognitively incapable of taking a statewide test, as determined by IEP (or 504) team.
- Alternate assessments must be provided for exempt students (beginning in 1999).

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education for specific subject areas.
- Other accommodations available with state approval.
- Modifications given for graduation standards (pass individual level rather than state level).

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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MISSISSIPPI

Statewide Assessment Program

When are students tested? [1]

- Annually, 4th through 12th grades

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Biology
- U.S. History
- Vocational Areas

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response
- Examples of student work

How are test results used? [1]

- High school graduation (exit requirement)
- High school skills guarantee
- Student diagnosis
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School accreditation
- School performance reporting
- Warnings to schools
- School monetary penalties
- Schools placed on probation or watch lists
- School takeovers
- Schools granted exemptions from regulations

What tests are used? [1]

- Iowa Test of Basic Skills (grades 4 - 9)
- Mississippi Subject Area Testing Program (grades 9 - 11)
- Mississippi Functional Literacy Test (grade 11)
- Mississippi Career Planning and Assessment Vocational Test (ACT Work Keys, grades 11, 12)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students enrolled in less than 3 regular education academic classes, or to students enrolled with an alternate or parallel curriculum.
- Exemptions given to students for whom allowable accommodations are insufficient and who cannot adhere to norm-referenced standardization procedures, as determined by the IEP team.
- For High School Exit Exam - Exemptions given to students not pursuing a high school diploma.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Other accommodations available with state approval.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores for students receiving non-standardized accommodations and testing conditions from scores of students without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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MISSOURI

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 4th grade
- 7th grade
- 8th grade
- 10th grade
- 11th grade

What subjects are tested? [1]

- Communication Arts
- Mathematics
- Science
- Social Studies
- Plans to include Fine Arts and Health & Physical Education

What types of questions are used? [1]

- Multiple choice
- Extended written response / Constructed response
- Performance events

How are test results used? [1]

- Identification of students at risk (in part)
- Curriculum planning
- Improvement of instruction
- Program evaluation
- School accreditation
- School performance reporting
- School granted exemptions from regulations

What tests are used? [1]

- Missouri Assessment Program

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team while alternative assessments are being developed.
- Students with disabilities should participate in all subject areas in which they are receiving instruction.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations available as recommended by IEP team, consistent with state guidelines.
- Accommodations used for statewide assessments are the same as those used regularly in instruction and for classroom tests.
- Accommodations must not change the nature of a subject-area test or the skills or knowledge assessed.
- Decisions about the appropriateness of accommodations are made on a case-by-case basis.
- Decisions about accommodations are based on a student's learning characteristics and needs, and not based on program setting, category of disability, or percentage of time spent in regular classrooms.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with disabilities with scores of students without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1996-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 4th grade
- 8th grade
- 11th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice

How are test results used? [1]

- Curriculum planning
- Improvement of instruction
- Program evaluation

What tests are used? [1]

- Districts may choose between 3 norm-referenced standardized tests (most recent versions) approved by the Board of Public Education:
  - Comprehensive Test of Basic Skills (grades 4, 8, 11)
  - Iowa Test of Basic Skills (grades 4, 8, 11)
  - Stanford Achievement Test (grades 4, 8, 11)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students for whom assessment with accommodations would still not allow for adequate measurement of attainment of educational goals, as determined by the IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations available as recommended by IEP team.
- Accommodations must be similar to those used in instructional setting.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities.
- In the future, school, district, and statewide reports will both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.

MONTANA

Statewide Assessment Program

Footnotes

[1] Source: [illegible] Project Survey to expand and update information from Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs. Wall 1996. Council of Chief State School Officers.

[2] Source: [illegible] Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the [illegible] Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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NEBRASKA

Statewide Assessment Program

The state of Nebraska does not currently have a Statewide Assessment Program.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 4th grade
- 8th grade
- 10th grade
- 11th grade
- 12th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science

What types of questions are used? [1]

- Multiple choice
- Extended written response

How are test results used? [1]

- High school graduation (exit requirement)
- Student diagnosis
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Program evaluation
- School performance reporting
- IEP planning

What tests are used? [1]

- Norm-referenced testing (grades 4, 8, 10)
- Writing Proficiency Examination (grades 4, 8, 11)
- High School Proficiency Examination Program (grades 11, 12)

Are students with disabilities exempt? [2, 3]

As determined by IEP team:

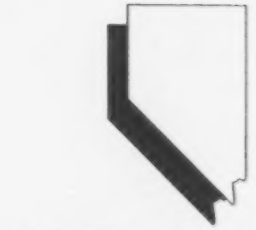
- For testing in 4th, 8th, and 10th grades - Exemptions given to students using non-standard accommodations (possible to participate with non-standard accommodations and disaggregate scores).
- For High School Proficiency Exam - Exemptions given to students not pursuing a standard high school diploma.

What accommodations are available so that students with disabilities can participate? [2]

- List of testing accommodations approved by state Department of Education.
- Other accommodations available with state approval.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students receiving unapproved accommodations from scores of students without disabilities.



NEVADA

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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NEW HAMPSHIRE

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 6th grade
- 10th grade

What subjects are tested? [1]

- Language Arts
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation

What tests are used? [1]

- New Hampshire Educational Improvement Assessment Program

Are students with disabilities exempt? [2, 3]

- Exemption only considered for students for whom assessment will not yield a valid indication of how the student functions in a given content area, as determined by IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities.
- The percentage of students at each proficiency level is reported based on the number of students in a grade, rather than the number of students participating in the assessment.
- The number and percentage of students excluded is reported.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 4th grade
- 8th grade
- 11th grade
- 12th grade

What subjects are tested? [1]

- Language Arts Literacy
- Reading
- Writing
- Mathematics
- Science
- Plans to eventually add: Social Studies, Visual and Performing Arts, Health and Physical Education, World Languages.

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- High school graduation (exit requirement)
- Student diagnosis
- Identification of students at risk
- Improvement of instruction
- School accreditation
- School performance reporting
- Warnings to schools
- School takeovers

What tests are used? [1]

- New Jersey Grade 8 Early Warning Test
- New Jersey High School Proficiency Test (grades 11, 12)
- Special Review Assessment (currently until 2000)
- Projected for 1998: Elementary School Proficiency Assessment
- Projected for 1999: grade 8 proficiency assessment
- Projected for 2000: high school graduation test

Are students with disabilities exempt? [2, 3]

- Exemptions given to students whose IEPs(goals and objectives) do not include proficiencies measured by the Proficiency Test.
- Exemptions given to students who wouldbe adversely affected by taking the test, as determined by child study team.
- IEP can state alternative proficiencies and alternative assessments to qualify for state-endorsed diploma.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by stae Department of Education, as recommended by child study team.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports soarate ("disaggregate") scores of students with isabilities from scores of students without disabilites.

NEW JERSEY

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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NEW MEXICO

Statewide Assessment Program

When are students tested?[1]

- 1st grade
- 2nd grade
- 4th grade
- 6th grade
- 8th grade
- 10th grade
- 11th grade
- 12th grade

What subjects are tested?[1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response
- Sample work and projects (determined locally)

How are test results used? [1]

- High school graduation (exit requirement)
- High school skills guarantee
- Student diagnosis
- Curriculum planning
- Improvement of instruction
- Program evaluation
- School performance reporting
- Assessment of student progress towards state content standards

What tests are used? [1]

- Reading Assessment for Grades 1 and 2
- New Mexico Achieving Assessment (grades 4, 6, 8)
- Writing assessment (grades 4, 6, 8)
- New Mexico High School Competency Exam (grades 10 - 12)

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team. (Evidence must be available at district level).
- Exempt students must be assessed with alternative methods.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations available as recommended by IEP team, provided the modifications do not change the meaning of the test score.
- Accommodations require approval from state Department of Education.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities taking modified (non-standardized) assessments.
- Student's transcript will note any given modifications.

Footnotes

[1] Source: PEER Project Survey to expand and update information from Annual Survey of State Student Assessment Programs. Data on 1998-99 Statewide Student Assessment Programs. Draft 1998. Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 3rd through 6th grades
- 8th through 12th grades

What subjects aretested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies
- Vocational Educatin (optional)

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written esponse
- Performance tasks

How are test results used? [1]

- High school graduation (exit requirement)
- Endorsed high schol diploma
- Honors high schoi diploma
- Student awards orecognition
- Student promotio
- Identification of tudents at risk
- Curriculum planing
- Improvement of istruction
- Program evaluatio
- School performuate reporting
- Warnings to schols
- Schools placed onprobation or watch lists
- School takeovers
- Evaluation of federal, state, and local education reform initiatives

What tests are used? [1]

- Pupil Evaluation Program Tests (grades 3, 5, 6)
- Program Evaluation Tests (grades 4, 6, 8)
- Preliminary Competency Tests (grades 8, 9)
- Regents Competency Tests (grades 9 - 11)
- Occupational Education Proficiency Examination (grades 9 - 11)
- Regents Examination Programs (grades 9 - 12)
- Second Language Proficiency Examinations

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team based on student's needs and not on student's classification or program.
- Students included to the fullest extent appropriate.

What accommodations are available so that students with disabilities can participate? [2]

- List of over 40 accommodations approved by state Department of Education are listed in a policy manual.
- Accommodation of multiple days for test taking requires state approval.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with and without disabilities.

NEW YORK

Statewide Assessment Program

Footnotes

[1] Source: 1998 Project Survey to expand and update information from Annual Survey of State Student Assessment Programs. Data on type of Statewide Student Assessment Programs. Full report: Council of Chief State School Officers.

[2] Source: 1998 Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the 1998 Project through direct communication with state officials.

[3] NOTE: The IDEA amendments of 1997 require that all students be included in statewide assessments.

North Carolina

Statewide Assessment Program

When are students tested? [1]

- grd through 12th grades

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies
- Computer Skills

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- High school graduation (test requirement)
- Student promotion (local decision)
- Student awards or recognition (local decision)
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation

What tests are used? [1]

- End-of-grade tests (grades 3 – 8)
- Writing assessment (grades 4, 7, 10)
- Norm-referenced testing (grades 1, 8; sampled)
- Open-ended assessment (grades 1, 2 (will change to grades 4, 8 in 1998-99))
- Computer Skills Proficiency (grade 8)
- Reading and Mathematics competency testing (screen in grade 8; must pass for diploma by grade 12)
- End-of-course tests in Algebra, Biology, English, ELP, and U.S. History

Are students with disabilities exempt? [2, 3]

- Exemptions may be given to students in special education, as determined by IEP team.
- Alternative assessments may be available, but do not satisfy diploma requirement.
- Exemptions may be given to students who are not following standard course of study.

What accommodations are available so that students with disabilities can participate? [3]

- List of accommodations approved by state Department of Public Instruction and state Board of Education.
- Other accommodations available with required documentation on the IEP, on a case-by-case basis.

How are scores of students with disabilities reported? [3]

- School, district, and statewide reports contain ("aggregate") scores of students with and without disabilities.
- More recent reports provide performance results combined ("aggregated") and by specific disability category ("disaggregated") at the state level.
- No results of alternate assessments are made currently for students exempted from state tests.

[illegible]

[illegible]

[illegible]

When are students tested? [1]

- 4th grade
- 6th grade
- 8th grade
- 10th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Mathematics
- Social Studies

What types of questions are used? [1]

- Multiple choice

How are test results used? [1]

- Student diagnosis
- Student placement
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- Student awards or recognition

What tests are used? [1]

- Norm-referenced testing

Are students with disabilities exempt? [2, 3]

- Students not participating in assessments require justification for nonparticipation which must be evidenced in the students' IEPs or 504 plans.
- Alternate assessments given to non-participating students.

What accommodations are available so that students with disabilities can participate? [2]

- List of possible accommodations is provided in the test coordinator's manual.
- It is suggested that teams provide the same accommodations as those used during instruction.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities using non-standardized testing conditions or accommodations.

North Dakota

Statewide Assessment Program

Footnotes:

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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Statewide Assessment Program

When are students tested? [1]

- 4th grade
- 6th grade
- 9th grade
- 12th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Science
- Citizenship

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- High school graduation (exit exam)
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School performance reporting
- School awards or recognition

What tests are used? [1]

- Proficiency Testing (grades 4, 6, 9, 12)

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team.
- Each school district adopts its own exemption policy, provided that the policy conforms to law.
- IEP team can recommend exemptions, but cannot prohibit student from taking test.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations available as recommended by IEP team (with parent participation).
- Modifications are given consistent with those typically afforded to student in the classroom, provided that the test content is not changed.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities, but provide separate reports for students who are exempt but take tests.
- Percentage of students exempted is reported as part of school profile.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

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When are students tested? [1]

- 3rd grade
- 5th grade
- 7th grade
- 8th grade
- 11th grade
- Retakes available, 5th through 12th grades

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Extended written response

How are test results used? [1]

- Student diagnosis
- Student placement
- Improvement of instruction
- Program evaluation
- School accreditation
- School performance reporting
- Warnings to schools
- Schools placed on probation
- School takeovers
- School dissolution

What tests are used? [1]

- Iowa Test of Basic Skills (grades 3, 7)
- Oklahoma Core Curriculum Tests (grades 5, 8, 11)

Are students with disabilities exempt? [2, 3]

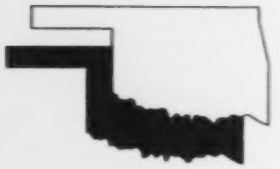
- Exemptions given to students whose IEP teams determine that tests are not appropriate.
- Exemptions require a parent statement.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations available as recommended by IEP team.
- Accommodations require state approval if they deviate from standardized testing procedures.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities.



OKLAHOMA

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

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OREGON

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 5th grade
- 8th grade
- 10th grade

What subjects are tested? [1]

- Reading / Literature
- Writing
- Mathematics
- Science

What types of questions are used? [1]

- Multiple choice
- Extended written response
- Problem-solving

How are test results used? [1]

- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School performance reporting

What tests are used? [1]

- Reading and mathematics assessment (grades 3, 5, 8, 11)
- Writing assessment (grades 5, 8, 10)
- Science assessment (grades 5, 8, 10)
- Mathematics problem-solving assessment (grades 5, 8, 10)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students whose IEP or 504 teams determine they are unable to participate meaningfully in the statewide assessment even with accommodations or modifications.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education (list is not exhaustive).

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities.
- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities taking the test under modified conditions.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996) Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

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When are students tested? [1]

- 5th grade
- 6th grade
- 8th grade
- 9th grade
- 11th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics

What types of questions are used? [1]

- Multiple choice
- Extended written response

How are test results used? [1]

- Student diagnosis
- Curriculum planning
- Improvement of instruction
- School performance reporting

What tests are used? [1]

- Reading and mathematics assessment (grades 5, 8, 11)
- Writing assessment (grades 6, 9)

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team (i.e., to students with life-skills curriculum or to students experiencing emotional stress caused by test).
- Any parent (with or without a disabled child) can request exemption.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education (list is not exhaustive).
- Accommodations used during instructional process, as recommended by IEP team.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with and without disabilities.

PENNSYLVANIA

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

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[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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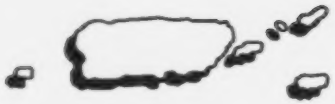

PUERTO RICO

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 6th grade
- 9th grade
- 11th grade

What subjects are tested? [1]

- English
- Mathematics
- Science
- Social Studies
- Spanish

What types of questions are used? [1]

- Multiple choice
- Written response beginning school year 2000 - 2001

How are test results used? [1]

- Student diagnosis
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- School performance reporting

What tests are used? [1]

- Prueba Puertorriqueña de Competencias Escolares (Puerto Rico Test of Scholastic Competencies)

Are students with disabilities exempt? [2, 3]

- Exemptions given based on category of disability.

What accommodations are available so that students with disabilities can participate? [2]

- Teacher determines accommodations.
- IEP team determines accommodations.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities from scores of students without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

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When are students tested? [1]

- 3rd grade
- 4th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Health

What types of questions are used? [1]

- Multiple choice
- Short open response
- Extended written response

How are test results used? [1]

- Student diagnosis and placement
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School performance reporting

What tests are used? [1]

- Norm-referenced MAT, 7 (grades 4, 8, 10)
- Writing Performance Assessment (grades 3, 7, 10)
- Health Performance Assessment (grade 3, 9)
- English / Language Arts (grades 4, 8)
- Mathematics Performance Assessment (grades 4, 8, 10)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students for whom none of the available accommodations would assist the student in successfully completing the assessment, as determined by IEP team.
- In the future, alternate assessments will be given to exempt students.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Accommodations should match the accommodations provided during the instructional process.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.

RHODE ISLAND

Statewide Assessment Program

Footnotes:

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

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SOUTH CAROLINA

Statewide Assessment Program

When are students tested? [1]

- 3rd through 11th grades

What subjects are tested?[1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science

What types of questions are used? [1]

- Multiple choice
- Examples of student work

How are test results used? [1]

- High school graduation (exit requirement)
- Student diagnosis
- Student promotion
- Improvement of instruction
- Program evaluation
- School performance reporting
- School takeovers
- School awards or recognition

What tests are used? [1]

- Basic Skills Assessment Program (grades 3, 6, 8, 10)
- Norm-referenced testing (grades 4, 5, 7, 9, 11)

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.

How are scores of students with disabilities reported? [2]

- For Basic Skills Assessment Program - Scores for students using "special accommodations" will be combined ("aggregated") with other students and subgroup reports.
- For norm-referenced testing - If norms are still valid, scores of students with disabilities are combined ("aggregated") with rest of students and subgroup report; if norms are not valid, scores of students with disabilities are not included in reports (only individual student scores reported).

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 4th grade
- 8th grade
- 11th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice

How are test results used? [1]

- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Program evaluation

What tests are used? [1]

- Norm-referenced testing

Are students with disabilities exempt? [2, 3]

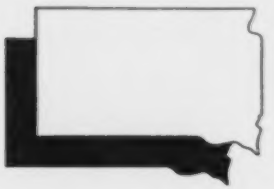
- Exemptions given to students whose placement committees determine they are unable to participate under standardized testing conditions and where accommodations are not possible.

What accommodations are available so that students with disabilities can participate? [2]

- Students with disabilities may be provided with any accommodations needed to facilitate participation in the test, as determined by the placement committee.

How are scores of students with disabilities reported? [2]

- Test scores for students with disabilities are reported in the same manner and with the same frequency as are test scores of students without disabilities.
- No other information available.



SOUTH DAKOTA

Statewide Assessment Program

Footnotes:

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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TENNESSEE

Statewide Assessment Program

When are students tested? [1]

- 3rd through 9th grades
- 11th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Extended written response / Essay

How are test results used? [1]

- High school graduation (exit requirement)
- Endorsed high school diploma
- Student diagnosis
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School performance reporting

What tests are used? [1]

- Tennessee Comprehensive Assessment Program
- Achievement test - norm-referenced test (grades 3 - 8)
- Achievement test - criterion-referenced test (grades 3 - 8)
- Writing assessment (grades 4, 7, 11)
- Competency test (grade 9)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students not capable of completing the test, as determined by IEP team.
- Exemptions given to students whose scores would not be valid due to non-standardized accommodations, as determined by IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 3rd through 8th grades
- 10th through 12th grades

What subjects are tested? [1]

- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Extended written response

How are test results used? [1]

- High school graduation (exit requirement)
- Student diagnosis
- Student placement
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School accreditation
- School performance reporting
- Warnings to schools
- School monetary penalties
- School placed on probation or watch lists
- School takeovers
- School dissolution
- School monetary rewards
- School awards or recognition
- School granted exemptions from regulations

What tests are used? [1]

- Texas Assessment of Academic Skills

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team.
- Students receiving instruction in the essential elements of a subject, but not at grade level, take alternative tests.
- Students not receiving instruction in the essential elements of a subject at any grade level might receive different assessments based on appropriate curricular domains.
- Exempt students who complete IEP requirements receive a high school diploma.
- New alternative assessment for school year 2000-2001.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.
- Other accommodations available based on school or district request and determined on a case-by-case basis.
- Accommodations are based on needs of student and routinely received in classroom instruction.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities from scores of students without disabilities.

TEXAS

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

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[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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Statewide Assessment Program

When are students tested? [1]

- 5th grade
- 8th grade
- 11th grade
- Voluntary testing for all other grades

What subjects are tested? [1]

- Language Arts
- Reading
- Mathematics
- Science
- Social Studies
- Writing - voluntary
- Visual Arts - voluntary

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response
- Performance tasks

How are test results used? [1]

- Student diagnosis
- Student placement
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Program evaluation
- School performance reporting
- Student awards or recognition

What tests are used? [1]

- Norm-referenced testing (grades 5, 8, 11)
- Performance assessment (grades 1 - 6) - voluntary
- Direct writing (grades 1 - 12) - voluntary
- Portfolio assessment (grades 1 - 12) - voluntary
- Criterion-referenced testing (grades 1 - 12) - voluntary

Are students with disabilities exempt? [2, 3]

- Exemptions given to students whose IEP teams determine that tests are not appropriate.
- Exemptions given to students who cannot follow standardized testing conditions.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations available as determined by IEP team.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities.
- In the future, school, district, and statewide reports will both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

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When are students tested? [1]

- 6th grade
- 8th grade
- 11th grade

What subjects are tested? [1]

- Writing
- Language Arts
- Mathematics
- Science
- Social Studies is being developed.

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- Student diagnosis
- Curriculum planning
- Improvement of instruction
- Professional development
- Program evaluation
- School performance reporting

What tests are used? [1]

- New Standards (Mathematics, Language Arts) (grades 4, 8, 10)
- Portfolio Assessment (Writing, Mathematics) (grades 4, 8)
- Vermont Science Assessment (grades 6, 11)

Are students with disabilities exempt? [2, 3]

- Exemptions given as determined by IEP team.

What accommodations are available so that students with disabilities can participate? [2]

- Appropriate accommodations which do not change the nature of what is being tested, and which are consistent with the accommodations provided during instruction.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.

VERMONT

Statewide Assessment Program

Footnotes:

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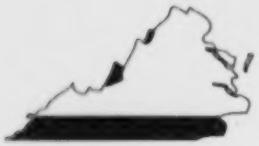

VIRGINIA

Statewide Assessment Program

When are students tested? [1]

- 3rd grade
- 5th grade
- 6th grade
- 8th grade
- 11th grade
- Certain high school courses

What subjects are tested? [1]

- Language
- Reading
- Writing
- Mathematics
- Science
- History
- Computer / Technology

What types of questions are used? [1]

- Multiple choice
- Direct writing (writing prompt)

How are test results used? [1]

- High school graduation (exit requirement)
- Student diagnosis
- Student promotion
- Identification of students at risk
- Improvement of instruction
- Program evaluation
- School performance reporting

What tests are used? [1]

- Standards of Learning Assessments (grades 3, 5, 8, and certain high school courses)
- Stanford Achievement Test, 9th Edition (grades 3, 5, 8, 11)
- Literacy Passport Test (grade 6, and above until pass)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students whose instructional programs have not and will not include learning objectives on which the tests are based, as determined by IEP teams.
- Documentation that ramifications of exclusion have been explained to and agreed upon by parents is required.

What accommodations are available so that students with disabilities can participate? [2]

- Accommodations available as recommended by IEP team, based on what is generally used during instruction (with some restrictions).

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports both combine ("aggregate") and separate ("disaggregate") scores of students with and without disabilities.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1996-98 Statewide Student Assessment Programs* (Fall 1998). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 4th grade
- 8th grade
- 11th grade

What subjects are tested? [1]

- Language Arts
- Reading
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice

How are test results used? [1]

- Student diagnosis
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- Program evaluation
- School performance reporting
- Schools granted exemptions from regulations

What tests are used? [1]

- Comprehensive Test of Basic Skills, 4th Edition (grades 4, 8)
- Curriculum Frameworks Assessment System (grade 11)

Are students with disabilities exempt? [2, 3]

- Exemptions given to students who are unable to respond to a paper and pencil test, even with permissible accommodations (i.e., some students with severe learning or physical disabilities), as determined by school staff.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state Department of Education.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports combine ("aggregate") scores of students with and without disabilities.
- School, district, and statewide reports also separate ("disaggregate") scores of students receiving accommodations from those not receiving accommodations under certain circumstances.

WASHINGTON

Statewide Assessment Program

Footnotes

[1] Source: PEER Project Survey to expand and update information from Annual Survey of State Student Assessment Programs. Data on 1996-98 Statewide Student Assessment Programs. (Fall 1998). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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WEST VIRGINIA

Statewide Assessment Program

When are students tested? [1]
- Kindergarten through 11th grades

What subjects are tested? [1]
- Language Arts
- Reading
- Writing
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]
- Multiple choice
- Response to prompt

How are test results used? [1]
- High school skills guarantee
- Identification of students at risk
- Curriculum planning
- Improvement of instruction
- School accreditation

What tests are used? [1]
- Metropolitan Readiness Test (kindergarten)
- Stanford Achievement Test (grades 1 - 11)
- Writing assessment (grades 4, 7, 10)
- American College Testing Explore (grade 8)
- American College Testing Work Keys (grade 12)

Are students with disabilities exempt? [2, 3]
- Exemptions given as determined by IEP team.

What accommodations are available so that students with disabilities can participate? [2]
- List of accommodations approved by state Department of Education.

How are scores of students with disabilities reported? [2]
- School, district, and statewide reports combine ("aggregate") scores of students with disabilities who are assessed without modifications with scores of students without disabilities.
- Scores of students assessed with modifications are separated ("disaggregated") from scores of other students.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs.* (Fall 1996). Council of Chief State School Officers.

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[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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When are students tested? [1]

- 3rd grade
- 4th grade
- 8th grade
- 10th grade

What subjects are tested? [1]

- Language Arts (including writing)
- Reading
- Mathematics
- Science
- Social Studies

What types of questions are used? [1]

- Multiple choice
- Short written response
- Extended written response

How are test results used? [1]

- Identification of students at risk
- Program evaluation
- School performance reporting
- Warnings to schools
- Identification of schools for improvement

What tests are used? [1]

- Wisconsin Reading Comprehension Test (grade 3)
- Wisconsin Student Assessment System, Knowledge & Concepts (grades 4, 8, 10)

Are students with disabilities exempt? [2, 3]

- Exemptions given if specifically determined by IEP team.
- IEP team considers several factors regarding possible need for exemptions, including: reading level, motivation, and (most importantly) an appropriate match between the student's instructional program and the content of the test.
- Alternative assessments are expected to be provided whenever a student is exempt.
- Exempt students may not be penalized in eligibility for graduation.

What accommodations are available so that students with disabilities can participate? [2]

- List of accommodations approved by state education agency.
- Other accommodations available with state approval, as recommended by IEP team.
- Accommodations used in instruction provided, if IEP team is silent.

How are scores of students with disabilities reported? [2]

- School, district, and statewide reports separate ("disaggregate") scores of students with disabilities from those without disabilities.

WISCONSIN

Statewide Assessment Program

Footnotes:

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs: Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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WYOMING

Statewide Assessment Program

The state of Wyoming does not currently have a Statewide Assessment Program.

Footnotes

[1] Source: PEER Project Survey to expand and update information from *Annual Survey of State Student Assessment Programs. Data on 1995-96 Statewide Student Assessment Programs* (Fall 1996). Council of Chief State School Officers.

[2] Source: PEER Project review of state policy documents. Documents provided by the National Center on Educational Outcomes (NCEO). Information confirmed and updated by the PEER Project through direct communication with state officials.

[3] NOTE: The IDEA Amendments of 1997 require that all students be included in statewide assessments.

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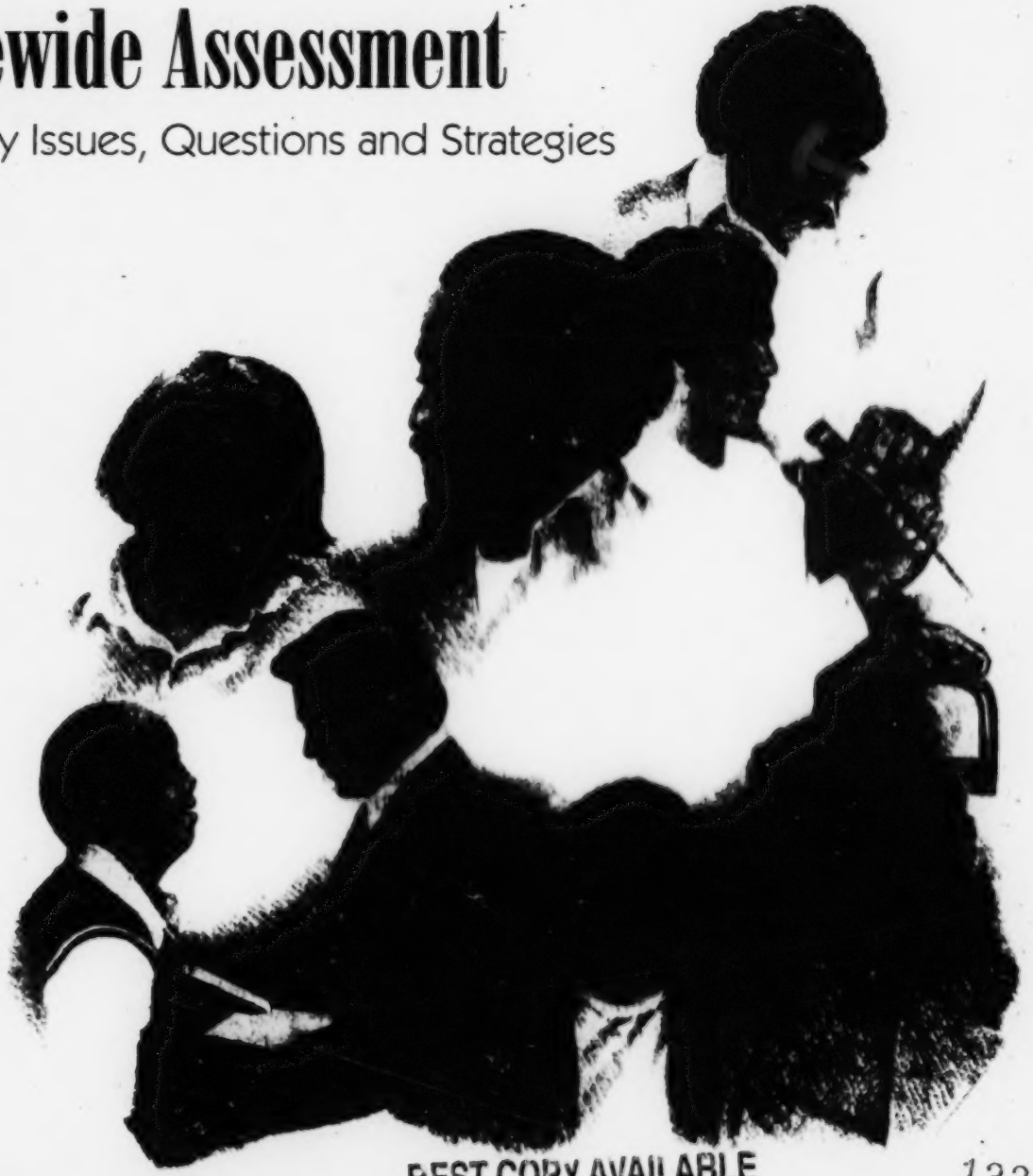
Statewide Assessment

Policy Issues, Questions and Strategies



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Statewide Assessment:
Policy Issues, Questions, and Strategies

This policy paper provides a list of questions that parents and parent organizations can address in an effort to ensure that statewide assessment systems fully and fairly include students with disabilities. In the past, students with disabilities have too often been excluded from large-scale assessments. However, students with disabilities now must be included in state assessment programs with appropriate accommodations, as required by the recent amendments to the Individuals with Disabilities Education Act (IDEA), as well as the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973.

Statewide assessments have enormous ramifications for students with disabilities. Assessments frequently serve as the cornerstone of efforts to improve education. If students with disabilities are excluded from the development and administration of statewide assessments, it is less likely that they will benefit from overall school reform improvements. Also, statewide assessments can be a way to hold schools accountable for improving educational outcomes for all students. If students with disabilities are excluded, they may not be considered when important educational policy decisions are made.

Statewide assessments are different from the three-year individualized evaluations required by IDEA for students receiving special education services. For students in special education, a variety of tests and assessments are used to determine whether the student continues to need special education and to identify the student's specific educational needs. In contrast, statewide large-scale assessments are usually standardized, "paper and pencil" assessments. The goals of statewide assessment programs also differ from those of special education assessments. Usually, the purpose of a large-scale assessment is two-fold: 1) to provide information about individual student achievement, and 2) to gauge the success of schools and school systems — to hold educators accountable for student attainment of educational outcomes.

Almost all states now have some type of statewide assessment program as a result of education reform initiatives. Many states will now need to revise their assessment policies in order to comply with new IDEA amendments and ensure participation of all students with disabilities. Parents who are knowledgeable about diverse learners (including students with IEPs) need to become active participants in the development of assessment policies. The following questions are intended as a guide to effective participation during this period of reform and change.

What type of assessment will the state use?

It is important to know what kind of assessment your state administers. Typically, a state's assessment includes one or more of the following types of assessments: 1) multiple-choice questions; 2) performance-based assessments, in which students demonstrate their knowledge through short-answer, open-ended, and essay questions; and 3) portfolio assessment, in which examples of students' work (essays, models, or reports) are assembled to document student progress.

Find out which type of assessment your state will administer, and the subject areas covered, then analyze what you think will best meet the needs of students with disabilities.

Which assessment or which contractor will the state use?

Find out if your state will use assessments that have already been developed ("off-the-shelf" assessments) or if the state will develop its own assessment, aligned with the state's standards. Ensure that the company selected to administer or develop the test has sufficient expertise and experience in assessing students with disabilities.

What is the process for developing the assessment?

It is important to design the assessments so that they do not discriminate against students with disabilities. Often when developing a new assessment,

a bias committee is established. The bias committee, which traditionally addresses race discrimination, should also address discrimination on the basis of disability. Individuals with disabilities and individuals with expertise in disability bias should be included on the committee.

Such a committee is important because some test questions rely on information unavailable to a child because of his or her disability. In addition, students with all types and severities of disabilities should fully participate in all samples, trials, and field tests.

What are the "stakes" or consequences of the statewide assessment?

It is important for parents to know how test results will be used. Find out whether students are required to "pass" the assessment in order to receive a high school diploma. Many states link assessment results to graduation. Additionally, some states use assessment results as a basis for student promotion, student awards, or recognition of exemplary performance.

Furthermore, some states use assessment results as a direct accountability tool for educators and school systems, for example, linking test scores with bonuses, school funding, or accreditation.

Will all students with disabilities participate in the statewide assessment?

Among the most critical issues to explore are your state's policy and practices for allowing students with disabilities to participate in the statewide assessment. Recent amendments to IDEA specifically require states to include all children with disabilities in assessment programs. The ADA and Section 504 similarly require participation of students with disabilities.

Despite these requirements, currently some states exempt certain groups of students with disabilities from the state assessment, based on disability categories, the child's reading level, or the restrictiveness of the child's placement. Other states already include all students in the assessment system, providing accommodations or alternate assessments that enable students with disabilities to participate fully.

It is crucial to ensure that all students with disabilities participate in the statewide assessment, as required by law. If students with disabilities are excluded from testing, there is no mechanism to determine whether these students receive the benefits of education reform. Further, if certain groups of disabled students are exempt, then the achievement of the excluded students will not be considered when evaluating a school or school district's performance. Schools will have less incentive to improve education for students whose scores do not count. For those states where test results have significant consequences for the individual students, such as receipt of a diploma, participation becomes even more critical.

Who determines if a student with disabilities needs accommodations in order to participate in the assessment?

IDEA now requires that a child's IEP specify the need for modifications in the administration of a state (or district-wide) assessment. Through the IEP process, individualized decisions must be made regarding whether a student with a disability can participate in the statewide assessment "as is" (without accommodations) or whether the student requires accommodations in order to participate. In some cases the IEP team may determine that a student requires an alternate assessment in order to receive an equal opportunity to demonstrate his or her proficiency and achievement.

Most states currently rely on the IEP team to determine how students with disabilities will participate in the statewide assessment. The individual decisions regarding assessment are subject to due process procedures required by IDEA.

What type of accommodations are available to students with disabilities?

States currently have wide-ranging policies regarding the type of accommodations available for assessments. There are generally four types of accommodations that should be considered by the IEP team:

- Timing of test: e.g., extended time, breaks, extending over days, time of day
- Setting of test: e.g., small group, alone, front of room, carrel
- Presentation of questions: e.g., large print, braille, readers, sign language, assistive technology
- Methods of response: e.g., dictate to scribe, point to response, sign language, computer, tape recorder

Some states allow students to use the same accommodations for assessment that are included in students' IEPs and used in classroom instruction. Other states have a limited list of "approved accommodations" that IEP teams must choose from. In this case, IEP teams should still be allowed to specify unlisted accommodations if necessary to ensure equal opportunity to participate in the assessment.

Accommodations necessary to remove barriers to participation must be provided. It is important to acknowledge that use of some types of accommodations can be controversial. These issues become most apparent when the accommodation is closely related to the skill being assessed (i.e., reading a reading test). State policy which allows IEP teams to consider the full range of accommodations, including those utilized in classroom instruction, such as a reader for all subjects, will best protect against discrimination in test administration. Such a policy is critical, especially for high-stakes tests.

IDEA recognizes that some students may require "alternate" assessments in order to participate in the state assessment system. The recent amendments to IDEA require states to develop and begin conducting alternate assessments no later than July 1, 2000.

How will the test results be used?

The way test results will be used at the classroom and school level is very important. This issue is especially critical for students who perform poorly on the assessment. Test results should be used to ensure that these students receive the instructional support and opportunities they need to improve their performance, and to further ensure that any remedial educational opportunities are provided in the mainstream. Test results should not be used as a basis for holding students back, tracking, or pull-out instruction, and the test results alone should not be used as basis for referral to special education.

How will the test scores of students with disabilities be reported?

States usually report school-wide and district-wide test scores, as well as individual student scores. Exclusion of students with disabilities from assessment has led to exclusion of many students from these reports. Recent amendments to IDEA require that school systems disaggregate as well as aggregate test scores of students with disabilities. Therefore, consistent with IDEA, states should report the scores of students with and without disabilities together (aggregating the scores), in addition to providing the test scores of students with disabilities separately (disaggregating the scores).

When the scores of students with disabilities and students without disabilities are reported together ("aggregated"), it is clear that the progress of all students will be given equal weight when evaluating the effectiveness of public school systems. At the same time, it is also important to provide mechanisms to separate the scores of students with disabilities in order to hold schools accountable for their achievement. Many states will need to change their reporting practices to comply with new IDEA reporting requirements.

Making an Impact: Strategies for improving your state's assessment policy

✓ Obtain copies of your state's education reform and assessment legislation, regulations, and policy documents.

- Call your state Department of Education to request these documents. You can also request them from your local legislator. (See State Departments of Education Contact Information, page 85.)
- Review state documents to determine current policy regarding inclusion of students with disabilities and provision of accommodations.
- Decide whether a change in law or policy is necessary to ensure inclusion of all students with disabilities in statewide assessment with necessary accommodations. You can contact your state's Parent Center, Protection and Advocacy organization, disability and children's advocacy organizations, or the American Civil Liberties Union to request assistance in reviewing your state's law and policy. (See Parent Centers on Disability Contact Information, page 95.)
- Propose changes to your state law and policy that will address concerns about inclusion of students with disabilities.
- Work with key stakeholders (other parent and disability organizations, PTA, children's advocacy organizations, state special education advisory committee, etc.) to secure the changes necessary to fully and fairly include all students with disabilities in assessment.

✓ Identify who will be making policy decisions about participation of students with disabilities.

- The state Department of Education or your local legislator can help you to determine whether the legislature, state board of education, or department of education will be the leader in this area.

✓ Get involved in the decision-making process.

- If your state or district has an assessment advisory group, join the group or ensure that parents of children with disabilities, adults with disabilities, and special education and inclusion experts are appointed to the group. The state Department of Education or your superintendent can inform you whether an advisory group exists.
- Set up meetings with the decisionmakers, and provide materials and information to support your positions about the policy questions listed above. Provide proposed language for necessary policy changes, and provide examples of students with disabilities who may be excluded from the assessment.

✓ Consider a variety of advocacy strategies to effect changes in your state policy and practice.

Any of the following strategies may prove to be useful or necessary: dissemination of position papers, proposals, and reports; providing information and training to parents of children with disabilities statewide; meeting with staff at the Department of Education; testifying before legislative hearings, the State Advisory Council (SAC), and state Board of Education; providing information to media; filing complaints with the Office for Civil Rights or OSEP; and legal action.

✓ Identify other organizations or constituencies with similar concerns and positions.

Bilingual parent groups, Title I parent groups, PTAs, teacher unions, and educators' professional organizations may prove to be useful allies.

✓ Ensure that the organization administering your state's assessment is qualified to assess students with disabilities.

- Contact the PEER Project or the Parent Center in your state to get information about contractors and assessments being considered for selection or already chosen by your state. Ascertain the experience and expertise of testers in including students with disabilities in assessments, and the appropriateness of proposed tests. You can also call The National Center for Fair and Open Testing (FAIR Test), at (617) 864-4810 for information.
- Develop questions to ask all contractors to ascertain their history and expertise in including students with disabilities. For instance, ask them for the percentage of students with disabilities who have participated in other assessments they have developed. Request policies regarding participation and accommodations for other assessments they administer. Request resumes of the staff who will be involved in the project. Request specific details about the organization's experience including students with severe disabilities.

✓ Ensure that participation in assessments is fully addressed at IEP meetings.

- Work with your local school district or state Department of Education to ensure that IEPs specifically address participation in statewide (or district-wide) assessments. IEP members must specify whether the student with a disability can participate in the assessment: (1) under routine conditions, (2) with accommodations, or (3) with an alternate assessment. The IEP should state the specific types of accommodations or alternate assessment required.
- Consider whether changes to the IEP form developed by the state Department of Education or local district would help IEP teams fully and fairly address these issues.

Examples of Accommodations

from State Assessment P[illegible]es

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Examples of Accommodations from State Assessment Policies

Education reforms designed to improve educational results for all students have been initiated at federal and state levels throughout the 1990s. The **Goals 2000: Educate America Act**, national school reform legislation signed into law by President Clinton on March 31, 1994, specifies important goals and principles applicable to all students. This legislation specifically includes students with disabilities in its call for much higher standards of learning for all students. The **Individuals with Disabilities Education Act Amendments of 1997 (IDEA)** further reinforce the requirement to include students with disabilities in regular education reform initiatives. IDEA raised the standards for students with disabilities by requiring that they have access to the general education curriculum, and by requiring that they be included in state assessment programs with appropriate accommodations.

These higher expectations for students with disabilities have increased attention to providing the accommodations students need to have full and equal access to educational opportunities in instruction and testing. To ensure that their participation in testing is adequately considered, IDEA now requires IEP teams to include a statement of individual modifications and accommodations students with disabilities need to participate in state and district-wide assessments.

In an effort to assist educators, parents, and policymakers as they move toward full participation of students with disabilities in state and district-wide assessment programs, the PEER Project compiled the following examples of accommodations. The list was drawn from a review of state policy documents developed by the 47 states currently administering state assessments.

Although states have wide-ranging policies regarding the type of accommodations available for assessments and their usage, it is important to note that test modifications must be based on *individual* student needs. Since it is impossible to itemize all the possible situations that may accompany a particular disabling condition in relation to a particular test or test item, a comprehensive listing of every possible testing accommodation that may be appropriate is not possible. However, the following brief description of the kinds of accommodations used across the country may be useful as IEP teams consider the full range of accommodations that may be needed to provide students with disabilities full and equal opportunity to participate in assessment programs.

It is important to acknowledge that use of some types of accommodations can be controversial. These issues become most apparent when the accommodation is closely related to the skill being assessed (i.e., reading a reading test). State policy which allows IEP teams to consider the full range of accommodations, including those utilized in classroom instruction, such as a reader for all subjects, will best protect against discrimination in test administration. Such a policy is critical, especially for high-stakes tests. Additional research will be needed to address technical issues around test measurement and use of the full range of accommodations.

The examples of accommodations listed here are organized into four categories that should be considered by the IEP team: **Timing/Scheduling Accommodations, Setting Accommodations; Presentation Accommodations; Response Accommodations**. The examples are summarized or, in some instances, excerpted from the original policy documents.

A. Timing/Scheduling Accommodations

- At time of day or week most beneficial to student
- Multiple testing sessions
- In periods of ___ minutes followed by rest breaks of ___ minutes
- Extended time to complete tests
- Untimed testing sessions
- ...until, in the administrator's judgment, the students can no longer sustain the activity due to physical disability or limited attention span. (Allow test administrator to determine length of sessions and need for breaks based on observation of student's ability to successfully sustain the activity. Additional sessions would be scheduled as needed to complete testing.)

B. Setting Accommodations

- In a small group, in a separate location
- Individually, in a separate location
- In a carrel
- In the special education classroom
- With student seated in front of classroom
- With teacher facing student
- Near student's special education teacher or aide
- At the student's home
- At the hospital
- With special lighting
- With special acoustics
- Individual testing stations for students responding verbally
- With adaptive or special furniture
- In location with minimal distractions
- Students with visual impairments may be separated from other examinees if their method of response is distracting to other students.
- Students should not be required to take exams in corridors or other uncomfortable locations.

C Presentation Accommodations

- Large print editions of tests
- Braille editions of tests
- Directions read aloud by test administrator
- Test items read aloud by test administrator
- Test given by person familiar to child
- Standard directions read several times at start of exam
- Directions reread for each new page of test items
- Directions given in simplified language
- Key words in directions (such as verbs) underlined or highlighted
- Directions provided for each new set of skills in the exam
- Directions repeated as needed
- Student asked to demonstrate understanding of directions
- Directions given in any format necessary to accommodate student (signing, auditory amplification, repeating, etc.)
- Directions provided on verbatim audiotape (for students who have difficulty with printed words or numbers and/or who acquire knowledge primarily through the auditory channel)
- Student given a written copy of examiner's instructions (from examiner's manual) at time of tests
- Additional examples provided
- Practice tests or examples provided before test is administered
- Student [physically] assisted to track the test items by pointing or placing the student's finger on the items
- Spacing increased between test items
- Size, shape, or location of the space for answers altered as needed
- Fewer items placed on each page
- Size of answer bubbles enlarged
- Cues (e.g., arrows and stop signs) provided on answer form
- Student cued to remain on task
- Physical assistance provided
- Paper placed in different positions
- Student's test taking position altered
- Opportunity for movement increased or decreased

Part C continued on next page

C. Presentation Accommodations (continued)

- Stimuli reduced (e.g., number of items on desk limited)
- Test administered by special education teacher or aide
- Directions and test signed by interpreter
- Appropriate adjustment of any medication ensured to prevent interference with the student's functioning
- Use of glasses, if needed
- Proper functioning of hearing aids ensured
- Students who use braille edition of test use braille rulers
- Sign language interpreter, amplification, or visual display for test directions/examiner-led activities
- Videocassette with taped interpreter signing test instructions and test items
- Cued speech interpreters, and/or oral interpreters
- Magnifying equipment (closed circuit television, optical low-vision aid, etc.)
- Assistive technology (adaptive keyboard, word processor, voice-activated word processor, voice synthesizer, etc.)
- Amplification equipment (e.g., hearing aid, auditory trainer)
- Noise buffers worn by student
- Augmentative communication systems or strategies, including letter boards, picture communication systems and voice output systems
- Loose-leaf test booklet (allow student to remove pages and insert them in a device such as printer or typewriter for doing math scratchwork)
- Placemarker, special paper, graph paper, or writing template to allow student to maintain position better or focus attention
- Acetate color shields on pages to reduce glare and increase contrast
- Masks or markers to maintain place
- Visual stickers
- FM or other type of assistive listening device
- Closed-caption or video materials
- Tape or magnets to secure papers to work area
- Mounting systems, including slantboards and easel
- Device to screen out extraneous sounds

Part C continued on next page

C. Presentation Accommodations (continued)

- Each test site must have two adults when using an interpreter to sign the test: 1) a test administrator who reads the information aloud (e.g., directions, test questions) and 2) a qualified interpreter who signs to the students. It is recommended that the school use an interpreter who has previously signed for the students.

- The interpreter must be proficient in sign language or the student's individual communication modality. The interpreter should not fingerspell words that have a commonly used sign. Test administrator and interpreter must attend all training sessions.

- Because the interpreter must be familiar with the concepts of writing/open-ended and multiple-choice test questions, he or she is allowed to review writing/open-ended test items for up to 15 minutes and multiple choice items for up to 2 hours per subject on the day of testing under secure conditions. The interpreters must not disclose the content or specific items of the test. Test security must be maintained.

- Place keepers, trackers and pointers; allow students to use a device [for] place keeping or the assistance of a proctor to nonverbally assist in the manual tracking of item to item or item to answer sheet. Proctor must have training in performing the service without giving verbal or nonverbal clues to student.

- On some tests, students with disabilities may be unable to complete a test item due to item format. Whenever possible, the format of the item should be changed to allow student to complete the test. However, this is not always possible, i.e., some test items can't be reproduced in braille. Questions presented auditorally can't always be signed without changing purpose of the item. In such case, questions should be omitted and the credit for the question prorated. (Only use when inability to complete due to item format, not due to lack of competence in skills or knowledge being measured.)

- ...audiocassettes used in conjunction with a printed test to provide multi-sensory stimulation.

- Assist the student to track the test items by pointing or placing the student's finger on the items.

- Directions are nonsecure documents and may be reviewed prior to test administration.

- Reaing assessments may be read to student when the intent of reading is to measure comprehension, only if this is the normal mode as documented in IEP/504 plan.

D Response Accommodations

- Student marks answers in test booklets
- Student marks answers by machine
- Student writes answers on large-spaced paper
- Student dictates answers to proctor or assistant who records it
- Student dictates answers to scribe or tape recorder to be later transcribed; students are to include specific instruction about punctuation on the Writing Assessment
- Student signs or points as alternative responses
- Student audiotapes responses
- Periodic checks provided to ensure student is marking in correct spaces
- Spelling, punctuation and paragraphing requirements waived
- Use of Response Aids, such as:
  - abacus
  - arithmetic table
  - chubby, thin, or long well-sharpened pencils
  - Misspeller's Dictionary, if student identified as having a disability which interferes with ability to learn how to spell (not special accommodation - electronic dictionaries are special accommodations)
  - calculator, if documented disability interferes with mental or physical ability to perform math processes without calculator
  - word processor or typewriter
  - calculator/ talking calculator
  - communication devices such as language board, speech synthesizer, computer, or typewriter
  - other assistive communication device
  - additional answer pages for students who require more space for writing due to size of their handwriting
  - pencil adapted in size or grip diameter
  - slate and stylus, braille writers, and modified abacus or speech output calculators (re: braille only)
  - spell-check device (either separate device or as word processing function)
  - grammar-check device

Part D continued on next page

D. Response Accommodations (continued)

- Scribe — The students should know the identity of the scribe, who should have previous experience working with the students.

- Answers to questions designed to measure writing ability in English or in a second language may be recorded in an alternative manner (e.g., dictation). Spell check and grammar check devices are permitted. Students with severe spelling disabilities may be excused from spelling requirements.

- In general, the student who uses an aid to record responses must provide all information, including spelling of difficult words, punctuation, paragraphing, grammar, etc. Only those students whose disability affects their ability to spell and punctuate should be excused from providing such information. Modifications can't include both a spell check device and deletion of spelling requirements (either/or).

- Only those students whose disability affects their ability to either memorize or compute basic math facts should be allowed to use computational aids.

- Regardless of the response option used, all student responses must be recorded in a regular spring test booklet before materials are sent in for scoring. If student's answers are marked in large print or separate sheet, test administrator must transfer the responses to a regular print test booklet.

- If a student has no means of written communication sufficient to complete the writing assessment due to severe physical disability, that student can be exempted from the writing portion only of the basic skills test or high school graduation test. An exemption for this reason does not affect that student's eligibility for a regular high school diploma. Any decision to exempt a student from writing assessment should be clearly documented with justification in IEP.

PEER Information Brief

Assessment: A Key Component of Education Reform

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Assessment: A Key Component of Education Reform

by Martha L. Thurlow, Ph.D.
Associate Director, National Center on Educational Outcomes

Assessment is a key component of special education and education reform. Children are assessed individually to determine their eligibility for special education services and to ascertain learning needs. Education reform initiatives usually rely on large-scale standards-based assessments — student progress is measured relative to a set of state, district, or national standards. Thus, what students know and are able to do is compared to standards of knowledge and skills, rather than to the performance of other students.

Assessments used for education reform often are referred to as statewide or district-wide assessments because they are designed to measure the status of the education system for all students. They may also be called large-scale assessments because large groups of students are tested in a relatively short period of time and under uniform conditions so that results can be compared across groups of students. You may recall taking these kinds of tests when you were in school.

In the past, large-scale assessments were not always considered important for students with disabilities — it was assumed that special education assessments provided sufficient data on how well students were doing in school. Typically, however, special education assessments have not provided information on what students know and can do relative to local and state standards.

Today's tests probably are different from the ones that you took. In addition to typical multiple-choice tests, alternative assessments are being used. Many of these alternative forms of assessment require students to provide written responses, and often the responses are expected to be several paragraphs long. The assessments may also be performance-based assessments — assessments that take a variety of forms including: essays, problem-solving items, science experiments, production of art work, and portfolios of student work and computer simulations.

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) require the participation of students with disabilities in statewide and district-wide assessments, regardless of the format of the assessments. This addition to the law means that the education system must be accountable for the results of education for *all* students.

What is Results-Based Accountability?

Standards-based assessments often are part of a larger accountability system — a system that holds an individual or group responsible for student learning. Results-based accountability

is different from the compliance-based accountability of special education. Both approaches to accountability can be used at the same time. Results-based accountability looks at the important question, "Is the student learning?" Compliance-based accountability asks the question, "Is the student receiving the services written on his or her IEP?"

Accountability is a more encompassing term than assessment. It can include more than the collection of data from tests, record reviews, and other performance assessments. A system is accountable for all students when it makes sure that all students count (or participate) in the evaluation program of the education system. Counting all students does not mean that all students take the same test. Rather, it means that all students' learning and progress are accounted for and included when reporting on the education system.

Have Students with Disabilities Been Included in Assessment and Accountability Systems?

Studies show that students with disabilities have been excluded to an unreasonable extent from large-scale assessment programs and from results-based accountability systems. About 50% of students with disabilities have been excluded from various assessments at the national, state, and local levels. But the exclusion rates vary from 0% to 100%. And, these are only estimates. Most states and districts have a difficult time saying exactly how many students with disabilities participated in their large-scale assessments.

With the passage of the 1997 amendments to IDEA, exclusion of students with disabilities from state and district-wide assessments is no longer acceptable. IDEA now requires that students with disabilities be included in assessment programs. Specifically, students with disabilities are expected to participate in state and district-wide assessments, using accommodations where appropriate, and their scores are to be reported in the same ways that the scores of other students are reported. To ensure that all students with disabilities are included, alternate assessments are to be developed for the small percentage of students unable to participate in regular state and district-wide assessments. There should be no exclusion of students with disabilities from state and district-wide assessment programs.

Why be concerned about the exclusion of students with disabilities from assessments and accountability systems? Out of sight is out of mind — individuals excluded from assessments are not likely to be considered in policy decisions that affect all students.

Assessment: A Key Component of Education Reform

Students with disabilities must be considered and included in the assessment of what students know and can do. To understand whether education is working for students with disabilities, inclusion in assessments and accountability systems is critical. Major changes in policies and practices are needed to ensure that all students with disabilities are included in state and district-wide assessments. Implementing the new IDEA requirements appropriately will require significant effort on the part of parents, educators, students, test-designers, policy makers, and others.

In the mid 1990s, the National Center on Educational Outcomes (NCEO) identified three points in the assessment process where exclusion of students often occurs. In each of these three phases of the assessment process, substantial changes are required:
(1) development of the assessment,
(2) administration of the assessment, and
(3) reporting results of the assessment.

1. At the time of development

Students with disabilities often are not considered when items are developed, and they are not included when assessments are field-tested. As a result, assessments may not have appropriate items for students with disabilities. Frequently, there are insufficient test items to accommodate the diversity and range of skills of students with disabilities.

2. During administration

A second point of exclusion occurs during the administration of the assessment. This is the kind of exclusion most people know about. Low expectations, totally separate curricula, and lack of needed accommodations have led schools to exempt students. To protect students with disabilities from having to "suffer" through a test they may fail, parents have been encouraged to keep students home, or students have been pulled out of the classroom to watch a movie, or go on a field trip when the state or district-wide assessment is given.

There are many reasons for exclusion that occurs at the point of administration. Among the most common are:

- *Written guidelines that are exclusionary or vague*
- *Restrictions on accommodations*
- *Altruistic, yet misguided, concerns about possible negative effects of tests on students with disabilities*
- *Incentives created by the assumption that students with disabilities will perform poorly and the desire to have a school or state look good in comparison to other schools or states*

3. When reporting results

A third point of exclusion occurs when the reports of results are prepared. Often, the scores of students with disabilities are omitted. Scores are omitted in some cases, due to a concern that the performance of students with disabilities will negatively impact the overall

results of the assessment. On the other hand, states and districts sometimes are unable to separate the scores of students with disabilities from those of other students. When this is the case, it is difficult to hold schools accountable for the achievement of students with disabilities.

What Are Assessment Accommodations?

Assessment accommodations are changes in how the assessment is presented, where it is presented, the timing or scheduling of the assessment, and how the student can respond. States and districts use a number of terms to refer to the concept of accommodation. Frequently used terms include: adaptation, modification, and alteration. It is important to find out how these terms are used in a particular location. The use of accommodations during assessments is probably the most controversial aspect of the participation of students with disabilities in large-scale assessments.

There are a number of technical and implementation issues related to the use of accommodations and their effect on test scores. These issues require additional research and negotiation to help create a fully inclusive assessment system. However, by law, students with disabilities must now be included in assessments with appropriate accommodations.

An Action Plan for Assessment: What Needs to Happen?

In less than a decade, there has been a dramatic increase in the amount of attention that our nation pays to assessments given both in and outside of the classroom. Assessment and accountability have moved to the forefront of reform efforts and now IDEA requires that students with

Common Testing Accommodations

Presentation
Braille; oral reading; signing of directions; interpretation of directions

Response
Mark response in booklet; use template for responding; point to response; use word processor; scribe

Setting
In study hall; with small group; at home with appropriate supervision; in special education class

Timing/scheduling
extended time; more breaks; sessions extended over several days

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disabilities be included fully in these efforts. Building a system that is accountable for all students should be the goal of our education system. If we begin our planning and development of assessments with this end in mind, then we can proactively address the issues of accountability for the learning of all students.

General Actions Steps

Be in the know. Find out what your state or district is doing in the assessment arena. Does your state have a statewide assessment? Is there a district assessment? Secure copies of participation, accommodation, and reporting guidelines. If your state does not have a statewide or district assessment, find out what is currently being developed to account for student learning. In either case, check to see how students with disabilities are considered in the guidelines or the development of the assessment and policies. Use the following checklist to guide your efforts:

Instrument Development

Find out whether individuals knowledgeable about disabilities are involved in the development of test items or new assessments, and whether students with disabilities are included when assessments are field tested. Field testing helps identify problems and the need for more varied items. Test items can be dropped, modified, or added during this phase to allow more students to participate.

Instrument Administration

Check to determine whether students with disabilities are participating in the assessment. When sampling procedures are used for a new assessment, the sample must be representative of all students.

Partial Participation

Even though a student may not be able to take all parts of an assessment, the student should be included in those parts in which participation is possible.

Alternate Assessment

For a small percentage of students with disabilities, it may be necessary to have an alternate assessment. These assessments are for students with severe disabilities who need a totally different test to demonstrate what they know and are able to do. Check to see whether an alternate assessment is available or being developed in addition to the regular assessment. The 1997 amendments to IDEA require states with state and district assessment programs to conduct alternate assessments beginning July 1, 2000, for students who need them.

Assessment: A Key Component of Education Reform

A Monitoring System

It is important for assessment systems to monitor adherence to the assessment guidelines. Find out whether your state and district-wide assessment systems include mechanisms to:

- *Check that students receive the appropriate assessment (regular or alternate).*
- *Verify that appropriate accommodations are provided during the assessment.*

Example of Assessment System that Includes Alternate Assessment

Kentucky has developed a comprehensive accountability system in which all but about 0.7 percent of students participate. For most students, academic expectations are measured in grades 4, 5, 8, 11, and 12 through:

1. Traditional items,
which include both multiple-choice and open-response items

2. Performance events,
which involve students working cooperatively and individually to solve real-life problems through simulations

3. Portfolios,
which are developed throughout the school year

All students with disabilities participate in the accountability system, but may do so in different ways depending on the severity of their disability. One way is for the students to participate in the assessments in the same way as most students. A second way is for the students to participate in the assessments with accommodations that are consistent with the instructional strategies specified in the students' IEPs and available to students during classroom instruction. A third way is for the students to participate in a separate alternate portfolio assessment.

Remove incentives for exclusion from the regular assessment. Some states have achieved this by assigning the lowest possible proficiency level score to all excluded students when determining school, district, and statewide scores.

Reporting of Results

The IDEA Amendments of 1997 require students' scores to be reported separately ("disaggregated"), and the proposed rules stress the importance of combining ("aggregating") data in reports. In addition, the number of students with disabilities taking regular state or district assessments must be reported, along with the results of those students taking alternate assessments. If a student is excluded from regular testing for any reason, find out what the procedure is for including their alternate test results in testing reports. For example, Kentucky assigns the scores of all students to their neighborhood schools, regardless of the school they actually attend.

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Individual IEP Action Steps

With the IDEA Amendments of 1997, IEPs must now address a student's participation in state and district-wide assessment. During the IEP process, attention needs to be given to (a) the goals of instruction, which must be linked to the general education curriculum, (b) the kinds of instructional accommodations used in the classroom, and (c) the accommodations needed to enable participation in assessments.

The following issues and questions should be addressed during the IEP development process:

- *Identify the goals of the student's instruction. With the IDEA Amendments of 1997, the IEP must address the student's participation in the general curriculum.*
- *What kinds of instructional supports, services, and accommodations are indicated on the IEP? Are these accommodations appropriate given the student's strengths, weaknesses, and educational goals?*
- *What kind of accommodations, if any, are necessary for the student to participate in state or district assessments? Are the accommodations used during classroom instruction the same as those provided during tests? If not, why not? Accommodations usually should not be introduced for the first time during an assessment. They should be part of the student's ongoing instruction.*
- *If a student is being considered for an alternate assessment, consider whether further accommodations or adaptations would increase the likelihood of participation in the regular assessment.*

Some Final Words

Increasingly, states are expected to implement systems of education that emphasize higher standards and accountability for all students. State assessments are being revised in response to changes in the law, public challenges, and national initiatives. Assessment results help policymakers make decisions to improve education programs. It is imperative, therefore, that all students, including students with disabilities, participate in these assessment and accountability systems. Participation will help ensure that American schools address the learning needs of the diverse student population.

Assessment: A Key Component of Education Reform

Resources

Alternate Assessments for Students with Disabilities. NCEO Policy Directions Number 5 by M. Thurlow, K. Olsen, J. Elliott, J. Ysseldyke, R. Erickson, & E. Ahearn (1996) at the National Center on Educational Outcomes, University of Minnesota.

Assessment Guidelines that Maximize the Participation of Students with Disabilities in Large-Scale Assessments: Characteristics and Considerations. A report authored by J. Elliott, M. Thurlow, and J. Ysseldyke (1996, Synthesis Report 25) at the National Center on Educational Outcomes, University of Minnesota.

Increasing the Participation of Students with Disabilities in State and District Assessments. NCEO Policy Directions Number 6 by M. Thurlow, J. Ysseldyke, R. Erickson, and J. Elliott (1997) at the National Center on Educational Outcomes, University of Minnesota.

Making Decisions About the Inclusion of Students with Disabilities in Large-Scale Assessments. A report authored by J. Ysseldyke, M. Thurlow, K. McGrew, and M. Vanderwood (1994, Synthesis Report 13) at the National Center on Educational Outcomes, University of Minnesota.

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Recommendations for Making Decisions About the Participation of Students with Disabilities in Statewide Assessment Programs. A report authored by J. Ysseldyke, M. Thurlow, K. McGrew, and J. Shriner (1994, Synthesis Report 15) at the National Center on Educational Outcomes, University of Minnesota.

Reporting the Results of Students with Disabilities in State and District Assessments. NCEO Policy Directions Number 8 by R. Erickson, J. Ysseldyke, M. Thurlow, and J. Elliott at the National Center on Educational Outcomes, University of Minnesota.

Testing Accommodations for Students with Disabilities. A report authored by W. King, J. Baker, and J. Jarrow (no date) at the Association on Higher Education and Disability, University of Ohio.

Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements. A book by M. Thurlow, J. Elliott, and J. Ysseldyke (1998), published by Corwin Press, Inc. (Thousand Oaks, CA).

For more information, please contact:

National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
612 / 624-8561
Fax 612 / 624-0878
http://www.coled.umn.edu/nceo

Glossary of Assessment Terminology

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Glossary of Assessment Terminology

accommodations - Changes that allow a person with a disability to participate fully in an activity. In education, accommodations could include changes in the way instruction is presented or in the way students respond to instructions. Testing accommodations might include, for example, the use of readers and/or scribes, extended time for taking exams, or availability of different test formats. The obligation to accommodate students means providing both physical and programmatic access. By law, accommodations must be made in the instructional process, and in testing and evaluation to ensure full and equal educational opportunity. Such alterations are provided to accommodate the student's disability and provide equal opportunity to demonstrate competencies achieved.

accountability - A systematic approach to gathering measurable data to determine whether teachers, administrators, schools, districts, and states are teaching students effectively and well. Methods include collecting data such as student achievement, performance, attendance, and dropout rates. Many accountability systems are linked to rewards and sanctions. Demonstrating accountability for educational results to the public has become a cornerstone of reform.

accreditation - Official recognition that an institution has met and maintains certain standards; official authorization or approval.

aggregate - To combine the scores of certain groups of students, such as students with disabilities, with the scores of the rest of the students when reporting large-scale assessment results.

alternate assessment - Assessment that substitutes for a general state or district-wide assessment, intended for the small number of students with disabilities whose IEPs specify that the regular assessment would not be appropriate. These are students for whom the regular assessment, even with accommodations, provides insufficient opportunity to demonstrate their knowledge and skills. IDEA requires that alternate assessments be developed and available by July 1, 2000. For most states, the form and substance of alternate assessments are currently being developed. Sometimes the terms "alternate" and "alternative" are used interchangeably.

alternative assessment - A broad term indicating assessment other than just paper and pencil or multiple-choice tests, e.g., performance, portfolios (collections of students' work), and reviews of records. Sometimes the terms "alternate" and "alternative" are used interchangeably.

assessment - Test, observation, interview, or other strategy used to measure ability, achievement, or mastery in a specific subject against a set of standards or against others' performance. In special education, assessment also refers to data and information gathered to ascertain a student's aptitudes, areas of need, eligibility and recommendations for programs and services.

assistive technology - According to IDEA, an assitive technology device is a "device, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a person with a disability." Assistive technology service is a "service that helps a person with a disability select, acquire, or use an assistive technology device." The need for assistive technology devices and services must be considered and, if needed, provided for in the individualized education program (IEP) of a child receiving special education services.

authentic assessment - Performance test where a student demonstrates his or her understanding through an activity or by solving a real-life problem.

bias committee - A group established to assess whether a specific test or test item disfavors or is prejudiced against a particular group. In the past, bias committees typically have not included individuals knowledgeable about disabilities, but instead have focused primarily on race, culture, and gender issues.

content standards - criteria defining what students should know and be able to do as a result of their education. Content standards may also be called "curriculum standards" or "state standards."

criterion-referenced tests - Tests designed to measure a student's mastery of a particular content area of the curriculum. These tests compare student performance to criteria of what the student should know, rather than to the performance of other students. (Compare, norm-referenced tests.)

curriculum - Usually refers to a written plan that outlines what students will be taught.

disaggregate - To separate out the scores of certain groups of students, such as students with disabilities, from the scores of the rest of the students when reporting large-scale assessment results.

educational outcomes - Knowledge and skills students acquire as a result of their educational experiences; the intended results of schooling. Some educators use the term "outcomes" to mean goals, objectives, or standards. In response to pressure for accountability, states have been specifying the results they expect for students. In special education, the term also implies greater emphasis on the results of education (i.e., what students actually know and are able to do).

exempt - To excuse or exclude a child with disabilities or a group of children from participating in an assessment.

exit exam - An exam a student has to pass in order to receive a high school diploma; an example of a "high-stakes" test with attendant serious consequences for individual students.

504 plan - A plan written in accordance with Section 504 of the Rehabilitation Act of 1973, usually for students with disabilities who do not qualify for special education under IDEA. Section 504 prohibits discrimination against a person due to his or her disability. A 504 plan specifies the accommodations a student needs in order to have full and equal access to educational opportunities and to benefit from his or her educational program. Although some school districts have specific formats for 504 plans, there is no federally prescribed format.

high stakes - Significant consequences for an individual or an organization; used in education reform to refer to tests or assessments that have serious sanctions or rewards for students, teachers, administrators, schools, or school systems. An exam that must be passed in order to receive a high school diploma is an example of high stakes for students. Examples of high stakes for schools include loss or gain of accreditation or funding or increases in teachers' salaries.

IDEA - Individuals with Disabilities Education Act, the federal special education law, as amended in 1997.

IEP - See Individualized Education Program (IEP).

inclusion - The practice of educating all students, including students with disabilities, together in heterogeneous classrooms, with appropriate adaptations and supports sufficient to meet each child's learning needs.

Individualized Education Program (IEP) - IDEA requires that each child with a disability receive special education services in accordance with an IEP. It is written by a team consisting of the child's parents, teachers, and other professionals who have knowledge of the child and expertise in the child's area(s) of special needs.

instructional supports - Accommodations and services provided to children with disabilities as specified in their IEPs or 504 Plans, giving students equal opportunities to learn.

large-scale assessment - Data collection efforts in which large numbers of students are assessed. Results are usually used to compare groups of students in districts, states, and nationally. Assessment results are used to describe the educational status of students, make decisions about individual students, and develop or revise existing local, state, and national policies. These assessments can include the "minimum competency tests" and "graduation exams" that students must pass to receive a high school diploma.

life skills - Skills which include self-care, household management, job readiness, and other activities of daily life.

norm-referenced tests - Standardized tests for measuring how a pupil's performance compares with the scores of other pupils whose scores are used as an official reference standard, (i.e., a norming group). (Compare, criterion-referenced tests.)

off-the-shelf assessments - Testing instruments that have previously been devised, often used for large-scale assessments. Because students with disabilities have not been part of the field testing of most existing off-the-shelf assessment instruments, these assessments may be biased against children with disabilities, or their design requirements may preclude the participation of children with disabilities.

Parent Centers - A term referring to a national program of parent-run Parent Training and Information (PTI) projects funded by the U.S. Department of Education. The purpose of the program is to assist parents to understand the nature of their children's disabilities, with special emphases on their rights under special education laws and the range of options, programs, services, and resources available to help children with disabilities and their families. In addition to the PTIs, the IDEA Amendments of 1997 establish a program for Community Parent Resource Centers (CPRCs) to ensure that underserved parents of children with disabilities have the training and information they need to participate effectively in helping their children with disabilities "be prepared to lead productive independent adult lives, to the maximum extent possible." (A state-by-state listing of Parent Centers begins on page 95.)

performance standards - What students have to do to show that they can use and apply what they have learned. Performance standards indicate how well a student must read, write, calculate, etc.

portfolio - A collection of student work that documents a student's learning. To measure a student's progress, work can be added over time. Portfolios can be used both as teaching and learning tools and as a way to assess student learning.

Protection and Advocacy Organization (P & A) - An organization that is part of a federally mandated system in each state and territory which protects the rights of people with disabilities through legal advocacy.

school takeover - In response to a school's poor performance, assignment by the state of a person or other entity to administer and manage a school during a period of reorganization and reform.

standards - Expectations of what students need to know and be able to do. Content standards define the learning goals (curriculum) in various academic subjects. Performance standards specifically define how and to what extent students must demonstrate what they know.

State Advisory Council for Special Education - An advisory panel for the purpose of providing policy guidance on special education and related services for children with disabilities in a state. To be eligible for funding under IDEA (federal special education law), a state must establish and maintain such a Council. Advisory members are appointed by the governor and must be representative of the state population and composed of people involved in or concerned with the education of children with disabilities. By special rule, a majority of the members of the panel must be people with disabilities or parents of children with disabilities.

tracking - Sorting students according to particular measures of intelligence or perceived ability into distinct groups for purposes of teaching and learning. A "tracked" curriculum might indicate separate academic and vocational classes that range from remedial courses to rigorous academic courses.

The following resources were used in developing this Glossary:

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Mish, F.C. (Editor-in-Chief). (1993). *Merriam-Webster's Collegiate Dictionary, Tenth Edition*. Springfield, MA: Merriam-Webster, Inc.

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State Departments of Education

Contact Information

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State Departments of Education

Alabama

Alabama Department of Education
Special Education Services
50 North Ripley Street, Box 302101
Montgomery, AL 36130-2101
- 334-242-8114
- 334-242-9950 Public Information Office
- 334-242-9192 Fax
- www.alsde.edu

Contact: Dr. Bill East, Education Administrator
- beast@sdenet.alsde.edu

Note: There is no State Assessment Director; the state is divided into regions (currently seven), each of which has an individual contact person.

Alaska

Alaska Department of Education
Office of Special Education Programs
801 West Tenth Street, #200
Juneau, AK 99801-1894
- 907-465-2830
- 907-465-3396 Fax
- www.educ.state.ak.us

Contact: DiAnn Brown, Manager of Special Education
- 907-465-2972
- dbrown@educ.state.ak.us

Richard Smiley, State Assessment Directory
- 907-465-8702

Arizona

Arizona Department of Education
Department of Exceptional Student Services
1535 West Jefferson Street
Phoenix, AZ 85007
- 602-542-3084
- 602-542-5404 Fax
- www.ade.state.az.us

Contact: Kathryn Lund, Ph.D., State Director of Exceptional Student Services
- klund@mail_1.ade.state.az.us

Kelly Powell, State Assessment Director
- kpowell@mail_1.ade.state.az.us

Arkansas

Arkansas Department of Education
Department of Special Education
Education Building C
Four State Capitol Mall #105-C
Little Rock, AR 72201-1071
- 501-682-4221
- 501-682-5159 Fax
- www.arkedu.k12.ar.us

Contact: Diane Sydoriak, Associate Director of Special Education
- dsydoriak@arkedu.k12.ar.us

Note: There is currently no State Assessment Director.

California

California Department of Education
Special Education Division
515 L Street, Suite 270
Sacramento, CA 95814
- 916-657-2451 California Department of Education
- 916-445-4613 Special Education Division
- 916-327-3516 Fax
- www.goldmine.cde.ca.gov

Contact: Alice Parker, Director of Special Education
- aparker@cde.ca.gov

Gwen Stephens, State Assessment Directory
- 916-657-3011, Fax: 916-657-4964

Colorado

Colorado Department of Education
Special Education Services Unit
201 East Colfax Avenue
Denver, CO 80203
- 303-866-6694
- 303-866-6811 Fax
- www.cde.state.co.us

Contact: Lorrie Harkness, State Director of Special Education
- harkness_l@cde.state.co.us

Don Watson, Supervisor, Assessment Unit
- 303-866-6612, Fax: 303-830-0793

Connecticut

Connecticut Department of Education
Bureau of Special Education
25 Industrial Park Road
Middletown, CT 06457
- 860-638-4265
- 860-638-4231 Fax

Contact: Leslie M. Averna, State Director of Special Education
Betty Sternberg, State Assessment Director, Associate Commissioner

Delaware

Department of Education
Exceptional Children and Early Childhood Group
P.O. Box 1402, Townsend Building
Dover, DE 19903-1402
- 302-739-5471
- 302-739-2388 Fax
- www.doe.state.de.us

E-mail addresses are available on web page.
Contact: Martha Brooks, Director, Exceptional Children and Early Childhood Group
- mbrooks@state.de.us

John Tanner, State Assessment Directory
- 302-739-2771, Fax: 302-739-3092

District of Columbia

District of Columbia Public Schools
Division of Special Education
Giddings Administration Building
315 G Street, SE
Washington, DC 20003
- 202-724-3611
- 202-724-5083 Fax
- www.k12.dc.us

Contact: Jeff Meyers, Acting Executive Director
Joseph Renard, Director, Support Unit
- renard@mercury.k12.dc.us

Rick Henning, State Assessment Directory
- 202-727-1977

Florida

Department of Education
Bureau of Institutional Support and Community Services
325 West Gaines Street • 614
Tallahassee, FL 32399-0400
- 904-488-1570
- 904-487-2194 Fax
- www.firn.edu/doe/commhome/

Contact: Shan Goff, Bureau Chief
- goffs@mail.doe.state.fl.us

Carol Allman, Special Education State Assessment Director

Georgia

Georgia Department of Education
Division for Exceptional Students
1870 Twin Towers East
Atlanta, GA 30334-5040
- 404-656-3963
- 404-656-2446 Help Desk
- 404-651-6457 Fax
- www.doe.k12.ga.us

Contact: P. Paulette Bragg, Director of Special Education
Catherine Riggs, Secretary to the Director
- criggs@gadoe.gac.peachnet.edu

Robert Bellamy, State Assessment Director

Hawaii

Hawaii Department of Education
Special Education Section
637 18th Avenue
Honolulu, HI 96816
- 808-586-3349
- 808-586-3234 Fax
- www.k12.hi.us

Contact: Dr. Douglas Houck, Educational Specialist
- douglas_houck@notes.k12.hi.us

Dr. Selvin Chin-Chance, Development and Administration Specialist

Idaho

Idaho Department of Education
Special Education Section
P.O. Box 83720
Boise, ID 83720-0027
- 208-332-6800
- 208-334-4664 Fax
- www.sde.state.id.us

Contact: Nolene Weaver, Supervisor
- nbweaver@sde.state.id.us

Sally Tiel, Coordinator of Guidance, Assessment, and Evaluation

Illinois

Illinois State Board of Education
Center for Educational Innovation and Reform
100 North First Street, N-243
Springfield, IL 62777
- 217-782-3371
- 217-524-6125 Fax
- www.isbe.state.il.us

Contact: Jack E. Shook, Division Administrator for Accountability and Quality Assurance (program compliance for special education)
- 217-782-5589

Rhonda Manalia
- rmanalia.spr5.state.il.us

Eunice Greer, State Assessment Director
- 217-782-4823

Indiana

Indiana Department of Education
Division of Special Education
100 North Capitol Street, State House, Room 229
Indianapolis, IN 46204-2798
- 317-232-0564
- 317-232-0589 Fax
- web.indstate.edu/soe/iseas/dsestaff.html

Contact: Bob Marra, Director, Division of Special Education
Rick Peters, State Assessment Director
- Access e-mail addresses through web page.

Iowa

Iowa Department of Education
Bureau of Special Education
Grimes State Office Building
Des Moines, IA 50319-0146
- 515-281-3176
- 515-242-6019 Fax
- www.state.ia.us/educate

Contact: Jeananne Hagen, Chief, Bureau of Special Education
- jhagen@ed.state.ia.us

Michael Vanderwood, State Assessment Director

Kansas

Kansas Department of Education
Student Support Services
120 S.E.10th Avenue
Topeka, KS 66612-1182
- 785-296-3869
- 785-296-1413 Fax
- www.ksbe.state.ks.us

Contact: Dr. Mike Remus, Director
- mremus@ksbe.state.ks.us

Dr. Sharon Freden, Assistant Commissioner of Learning Services
- 785-296-3201, Fax: 785-296-7933

Kentucky

Kentucky Department of Education
Division of Exceptional Children's Services
500 Mero Street # 805
Frankfort, KY 40601
- 502-564-4970
- 502-564-6721 Fax
- www.kde.state.ky.us

Contact: Mike Armstrong, State Director of Special Education
Scott Trimble, State Assessment Director

Louisiana

Louisiana Department of Education
Division of Special Populations
P.O. Box 94064, 9th Floor
Baton Rouge, LA 70804-9064
- 504-342-3633
- 504-342-5880 Fax
- www.doe.state.la.us

Contact: Virginia Beridon, Director
- vberidon@mail.doe.state.la.us

Scott Norten, State Assessment Directory
- 504-342-3406, Fax: 504-342-1136
- snorten@mail.doe.state.la.us

Maine

Maine Department of Education
Division of Special Education
23 State House
Augusta, ME 04333
- 207-287-5950
- 207-287-5900 Fax
- www.state.me.us/education/sped2.htm

Contact: David Noble Stockford, Director
david_stockford@dss.doe.state.me.us
Bud Maxcy, State Assessment Director
- 207-287-5996, Fax: 207-287-5995

Maryland

Maryland Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, MD 21201
- 410-767-0238
- 410-333-8165 Fax
- www.msde.state.md.us

Contact: Carol Ann Baglin, Assistant Superintendent
- cbaglin@msde.state.md.us

William Shaefer, State Assessment Directory
- 410-767-0081, Fax: 410-767-0081

Massachusett

Massachusetts Department of Education
Educational Improvement Group
350 Main Street
Malden, MA 02148-5023
- 781-388-3300
- 781-388-3394 Fax
- www.doe.mass.edu

Contact: Marcia Mittnacht, State Director of Special Education
- 781-388-3300 x439
- mmittnacht@doe.mass.edu

Jeff Nellhaus, State Assessment Administrator
- 781-388-3300 x327, Fax: 781-388-3383

Michigan

Michigan Department of Education
Office of Special Education Services
608 W. Allegan Street, P.O. Box 30008
Lansing, MI 48909
- 517-373-9433
- 517-373-7504 Fax
- www.mde.state.mi.us/off/sped/index.html
- www.mde.state.mi.us

Contact: Dr. Jacquelyn Thompson, Acting State Director
- thompsonjj@state.mi.us

Peter Bunton, State Assessment Directory
- 517-373-8393, Fax: 517-335-1186

Minnesota

Minnesota Department of Children, Families, and Learning Division of Special Education
Capitol Square
550 Cedar Street
St. Paul, MN 55101-2233
- 612-296-1793
- 612-297-7368 Fax
- www.cfl.state.mn.us

Contact: Wayne Erickson, Director
- werickson@lnet.educ.state.mn.us

Michael Tillmann, State Assessment Director

Mississippi

Mississippi Department of Education
Office of Special Education
P.O. Box 771
Jackson, MS 39205-0771
- 601-359-3498
- 601-359-2198 Fax
- www.mdek12.state.ms.us

Contact: Carolyn Black, Director
Sue Shurtless, Division Director
- sshurtless@mdek12.state.ms.us

Loretta Smith, State Assessment Director

Missouri

Missouri Department of Elementary and Secondary Education
Division of Special Education
P.O. Box 480
Jefferson City, MO 65102
- 573-751-2965
- 573-526-4404 Fax
- www.services.dese.state.mo.us
- www.services.dese.state.mo.us/divspeced

Contact: Melodie Friedebach, Coordinator, Special Education Programs
John Heskett, Assistant Commissioner
- jheskett@mail.dese.state.mo.us

James L. Friedebach, State Assessment Directory
- 573-751-3545, Fax: 573-526-0812
- mfriedeb@mail.dese.state.mo.us

Montana

Office of Public Instruction
Division of Special Education
P.O. Box 202501
Helena, MT 59620-2501
- 406-444-4429
- 406-444-3924
- www.opi.mt.gov/

Contact: Robert Runkel, Administrator
- brunkel@opi.mt.gov

Dori Nielson, State Assessment Directory
- 406-444-3656

Nebraska

Nebraska Department of Education
Special Education Office
301 Centennial Mall South, Box 94987
Lincoln, NE 68509-4987
- 402-471-2471
- 402-471-0117 Fax
- www.nde.state.ne.us/SPED/sped.html

Contact: Gary Sherman, Director
- garys@nde4.nde.state.ne.us
- Jack Gilsdorf, State Assessment Director

Nevada

Nevada Department of Education
Educational Equity Team
700 East Fifth Street #113
Carson City, NV 89701
- 702-687-9171
- 702-687-9123 Fax
- www.nsn.k12.nv.uf/nvdoe/

Contact: Gloria Dopf, Director
Kevin Crowe, State Assessment Director:
- 702-687-9180, Fax: 702-687-9118

New Hampshire

New Hampshire Department of Education
Special Education Services
101 Pleasant Street
Concord, NH 03301-3860
- 603- 271-3741
- 603-271-1953 Fax
- www.state.nh.us/doe/education/html

Contact: Nate Norris, Special Education Consultant
- nnorris@ed.state.nh.us

William Ewert, State Assessment Director

New Jersey

New Jersey Department of Education
Office of Special Education Programs
100 Riverview Plaza, P.O. Box 500
Trenton, NJ 08625-0500
- 609- 633-6833
- 609-984-8422 Fax
- www.state.nj.us/education

Contact: Barbara Gantwerk, Director
- bgantwer@doe.state.nj.us

Jerry DeMauro, Director, Office of Assessment

New Mexico

New Mexico State Department of Education
Special Education Office
300 Don Gaspar Avenue
Santa Fe, NM 87501
- 505-827-6541
- 505-827-6791 Fax
- www.sde.state.nm.us

Contact: Dr. Robert Pasternack, Director of Special Education
- rpasternack@sde.state.nm.us

Patricia Rael, State Assessment Director:
- 505-827-6524, Fax: 505-827-6626

New York

New York State Department of Education
Office of VESID (Vocational and Educational Services for Individuals with Disabilities)
One Commerce Plaza, Room 1606
Albany, NY 12234
- 518-474-2714
- 518-474-8802 Fax
- www.nysed.gov

Contact: Lawrence Gloeckler, Deputy Commissioner
Sharon Vennard, Secretary
- svennard@mail.nysed.gov

James Viola, State Assessment Director

New York State Department of Education
Office for Special Education Policy, an Agency of VESID
One Commerce Plaza, Room 1624
Albany, NY 12234
- 518-473-2878
- 518-473-5387 Fax
- www.nysed.gov

Contact: Lawrence T. Waite, Coordinator
James Viola, State Assessment Director

North Carolina

State Department of Public Instruction
Exceptional Children Division
301 North Wilmington Street
Raleigh, NC 27601-2825
- 919-715-1565
- 919-715-1569 Fax
- www.dpi.state.nc.us

Contact: Lowell Harris, Director
- lharris@smtp.dpi.state.nc.us

Louis Fabrizio, Director of Accountability

North Dakota

Department of Public Instruction
Division of Special Education
600 East Boulevard Avenue
Bismark, ND 58505-0440
- 701-328-2277
- 701-328-2461 Fax
- www.dpi.state.nd.us/dpi

Contact: Brenda Oas, Director
- boas@coias400.state.nd.us

Note: There is no State Assessment Director.

Ohio

Ohio Department of Education
Division of Special Education
933 High Street
Worthington, OH 43085-4087
- 614-466-2650
- 614-728-1097 Fax
- www.ode.ohio.gov/www/se/se.html Special Education
- www.ode.ohio.gov/

Contact: John Herner, Director
- se_herner@ode.ohio.gov

E. Roger Trent, State Assessment Director

Oklahoma

Oklahoma State Department of Education
Special Education Services
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599
- 405-521-3351
- 405-522-3503 Fax
- www.sde.state.ok.us

Contact: Darla Griffin, Executive Director
- darla_griffin@mail.sde.state.ok.us

Note: There is no State Assessment Director.

Oregon

Oregon Department of Education
Office of Special Education
255 Capitol Street Northeast
Salem, OR 97310-0203
- 503-378-3569
- 503-373-7968 Fax
- www.ode.state.or.us

Contact: Steve Johnson, Associate Superintendent of Special Education
- steve.johnson@state.or.us

Michael Dalton, Associate Superintendent, Office of Assessment and Evaluation
- michael.dalton@state.or.us

Pennsylvania

Pennsylvania Department of Education
Bureau of Special Education
333 Market Street, Seventh Floor
Harrisburg, PA 17126-0333
- 717-783-6913
- 717-783-6139 Fax
- www.cas.psu.edu/pde.html
- E-mail addresses are available on web page.

Contact: Dr. William W. Penn, Director, Bureau of Special Education
R. Lee Plempel, Chief, Division of Evaluation and Reports

Rhode Island

Rhode Island Department of Education
Office of Special Needs
Shepard Building, 225 Westminster Street
Providence, RI 02903-3400
- 401-277-3505
- 401-277-6030 Fax
- www.instruct.ride.ri.net/ride_home_page.html

Contact: Robert M. Pryhoda, Director
Dr. Pat Devito, State Assessment Director

South Carolina

South Carolina Department of Education
Office of Programs for Exceptional Children
1429 Senate Street, Rutledge Building, Room 808
Columbia, SC 29201
- 803-734-8806
- 803-734-4824 Fax
- www.state.sc.us

Contact: Ora Spann, Director
- ospann@sde.state.sc.us

Susan Agruso, State Assessment Directory
- 803-734-8298

South Dakota

Department of Education and Cultural Affairs
Office of Special Education
700 Governoris Drive
Pierre, SD 57501-2291
- 605-773-3315
- 605-773-6052

Contact: Deborah Barnett, Director of Special Education
Note: There is no State Assessment Director.

Tennessee

Tennessee Department of Education
Division of Special Education
Andrew Johnson Tower, 5th Floor
710 James Robertson Parkway
Nashville, TN 37243-0380
- 615-741-2851
- 615-532-9412 Fax
- www.state.tn.us/education

Contact: Joseph Fisher, Executive Director
- jfisher@mail.state.tn.us

Ben Brown, State Assessment Directory
- 615-532-4770

Texas

Texas Education Agency
Division of Special Education
1701 North Congress Avenue, 6th Floor, Room 127
Austin, TX 78701-1494
- 512-463-9414
- 512-463-9434; 512-463-9560 Fax
- www.tea.state.tx.us/special.ed

Contact: Eugene Lenz, Senior Director of Special Education
- sped@tea.tetn.net

Keith Cruse, Division Director for Student Assessment
- 512-463-9536; Fax: 512-463-9302

Utah

Utah State Office of Education
Services for At Risk Students
250 East 500 South
Salt Lake City, UT 84111-3204
- 801-538-7711
- 801-538-7991 Fax
- www.usoe.k12.ut.us

Contact: Dr. Mae Taylor-Sweeten, Director, Special Education and At Risk
- taylor@usoe.k12.ut.us

Barbara Lawrence, State Assessment Director

Vermont

Vermont Department of Education
Family and Educational Support Team
120 State Street
Montpelier, VT 05620-2501
- 802-828-5118
- 802-828-3140 Fax
- www.state.vt.us/educ

Contact: Dennis Kane, Director
- dkane@doe.state.vt.us

Tony Campbell, Coordinator for Special Needs Programs and Co-op Programs
- 802-828-5142, Fax: 802-828-3146;
- tcampbell@doe.state.vt.us

Virginia

Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
- 804-225-2402
- 804-371-8796 Fax
- www.pen.k12.va.us/Anthology/VDOE

Contact: Douglas Cox, Special Education Directory
- dougcox@mail.vak12ed.edu

Cam Harris, State Assessment Directory
- 804-225-2102

Washington

Superintendent of Public Instruction
Special Education Section
Old Capitol Building
Oympia, WA 98504-7200
- 360-753-6733 Special Education Section
- 360-753-6738 Superintendent of Public Instruction
- 360-586-0247 Fax
- www.ospi.wednet.edu

Contact: Douglas Gill, State Director
Jerry Miller, State Assessment Directory
- 360-586-1486

West Virginia

West Virginia Department of Education
Office of Special Education
Capitol Building 6, Room 304

1900 Kanawha Boulevard East
Charleston, WV 25305
- 304-558-2696
- 304-558-3741 Fax
- wvde.state.wv.us

Contact: Dr. Michael Valentine, Director of Special Education
- mvalenti@access.k12.wv.us

Karen Nickolson, State Assessment Coordinator
- 304-558-2651

Wisconsin

Department of Public Instruction
Division for Learning Support: Equity and Advocacy
125 South Webster, P.O. Box 7841
Madison, WI 53707-7841
- 608-266-1649
- 608-267-3746 Fax
- www.dpi.state.wi.us/dpi/dlsea/een Exceptional Education
- www.dpi.state.wi.us Department of Public Instruction

Contact: Juanita Pawlisch, Assistant Superintendent
Karen Miller, Program Assistant
- pawlijs@mail.state.wi.us

William J. Erpenbach, Acting Director, Office of Educational Accountability

Wyoming

Wyoming Department of Education
Special Programs Unit
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050
- 307-777-7410
- 307-777-6234 Fax
- www.k12.wy.us

Contact: Patti Muhlenkamp, Special Programs Unit Director
- pmuhle@educ.state.wy.us

Dr. Alan Sheinker, Division Administrator, Support Programs and Quality/Results Division

Federal Departments

U.S. Department of Education
Office of Special Education Programs
600 Independence Avenue, SW
MES Building
Washington, DC 20202-2570
- 202-205-5507
- 202-260-0416 Fax
- www.gov/osers/osep

Contact: Dr. Thomas Hehir, Director for the Office of Special Education Programs
- Thomas_Hehir@ed.gov

Ruth Ryder, Director, Monitoring and State Improvement Planning
- Ruth_Ryder@ed.gov

Note: There are individual contacts for each state.

Division Bureau of Indian Affairs, Department of Interior Office of Indian
Education Programs
Bureau of Exceptional Education
Mail Stop #3512/MIB OIE-23
1849 C Street, NW
Washington, DC 20240
- 202-208-4976
- 202-208-5037 Special Education Team Chief
- 202-208-6675 Special Education Team
- 202-273-0030 Fax
- www.shaman.unm.edu/oiep

Contact: Ken Whitehorn, Acting Bureau Chief
Regional coordinators address assessment issues. For more information, contact Cheri McMahon.
- 202-208-6675

Note: Includes listings for tribes and schools nationwide.

Department of Defense

Education Activity, Special Education Branch
4040 North Fairfax Drive
Arlington, VA 22203
- 703-696-4492
- 703-696-8924 Fax
- www.odedodea.edu

Contact: Carie Rothenbacher, Chief of Special Education Branch
- carie_rothenbacher@ode.dodea.edu

Harvey Gerry, Associate Director, Accountability, Assessment, Research, and Evaluation Territories

Territories and Outlying Areas

American Samoa

Department of Education
Division of Special Education
P.O. Box 2202
Pago Pago, AS 96799
- 011-684-633-1323
- 011-684-633-7707 Fax

Contact: Jane French, Assistant Director for Special Education
- jfrench@interwork.sdsu.edu

Teresa Leiato, State Assessment Director

Commonwealth of Northern Mariana Islands

Commonwealth of Northern Mariana Islands Public School System
Special Education Programs
P.O. Box 1370
Saipan, MP 96950
- 670-664-3730, 3731, 3732
- 670-664-3796 Fax

Access via CNMI Public School System
Contact: Steven Hayes, Coordinator for Special Education Programs
Assessment: 670-664-3726
William S. Torres, Commissioner for Education:
- 670-664-3770
- coe@saipan.com

Note: Assessment is done within the following Instructional Programs:
Patrick Dellei, Associate Deputy Commissioner for Secondary Education
- 670-664-3721

Manuela Babauta, Associate Deputy Commisioner for Early Childhood

Federated States of Micronesia

Federated States of Micronesia Department of Education
Division of Special Education
P.O. Box 87
Palikir, Pohnpei
FSM 96941
- 011-691-320-2302
- 011-691-320-5500 Fax

Contact: Makir M. Keller, Executive Director for Special Education
Burnes Danis, State Assessment Director

Guam

Department of Education
Division of Special Education
P.O. Box DE
Agana, GU 96932
- 671-475-0549 Administration Office
- 671-475-0546 Parentsi Services
- 671-475-0562 Fax
- guamsped@ite.net

Contact: Vince Leon Guerrero, Associate Superintendent
Note: There is no State Assessment Director. A Program Coordinator of each unit facilitates the needed assessments.

Marshall Islands

Education Department
Special Education Division
P.O. Box 3
Majuro, MH 96960
- 011-692-625-5262
- 011-692-625-7735 Fax

Contact: Kanchi Hosia, Special Education Director
Marilyn Kabua, Assistant Secretary, National Standards Bureau

Palau

Ministry of Education
Department of Special Education
P.O. Box 189
Koror, PW 96940
- 011-680-488-2568
- 011-680-488-5808 Fax

Contact: Jemmy Blelai, Special Education Coordinator
Masa-Aki N. Emeliochl, State Assessment Director

Puerto Rico

Department of Education
Office of Special Education
P.O. Box 190759
San Juan, PR 00919
- 787-759-7228
- 787-753-7691 Fax
- www.prstar.net

See edunet on the web page and access Victor Fajardo.
Contact: Maria Teresa Morales, State Director of Special Education
Myrta Reyes, State Assessment Coordinator,

U.S. Virgin Islands

Department of Education
Special Education
44-46 Kongensgade
Charlotte Amalie
St. Thomas, VI 00802
- 809-774-4399
- 809-774-0817 Fax

Contact: Elsie Monsanto, State Director and State Assessment Director

Parent Centers on Disability

Contact Information

BEST COPY AVAILABLE

Parent Centers on Disability

Alabama

Special Education Action Committee, Inc.
P.O. Box 161274
3207 International Drive, Suite C
Mobile, AL 36616-2274
- 334-478-1208 Voice & TDD
- 1-800-222-7322 in AL
- 334-473-7877 Fax
- seacmobi@juno.com
- www.hsv.tis.net/rcja/

Contact: Carol Blades

Alaska

P.A.R.E.N.T.S. Resource Center
540 International Road, Suite 200
Anchorage, AK 99518
- 907-563-2246 Voice & TDD
- 1-800-478-7678 in AK
- 907-563-2257 Fax
- parents@alaska.net
- www.alaska.net/parents/

Contact: Faye Nieto

American Samoa

American Samoa PAVE
P.O. Box 3432
Pago Pago, AS 96799
- 011-684-633-2407
- 011-684-633-2408 Fax

Contact: Fa' Anati Penitusi

Arizona

Pilot Parent Partnerships
4750 N. Black Canyon Hwy, Suite 101
Phoenix, AZ 85017-3621
- 602-242-4366 Voice & TDD
- 1-800-237-3007 in AZ
- 602-242-4306 Fax

Contact: Mary Slaughter / Judie Walker

Arkansas

FOCUS, Inc.
305 West Jefferson Ave.
Jonesboro, AR 72401
- 870-935-2750
- 870-931-3755 Fax
- focusinc@intellinet.com

Contact: Elizabeth Stafford

Arkansas Disability Coalition
2801 Lee Ave., Suite B
Little Rock, AR 72205
- 501-614-7020 Voice & TDD
- 1-800-223-1330 in AR
- 501-614-9082 Fax
- adc@cei.net

Contact: Wanda Stovall

California

TASK
100 West Cerritos Ave.
Anaheim, CA 92805
- 714-533-8275
- 714-533-2533 Fax
- taskca@aol.com

Contact: Joan Tellefsen

DREDF
2212 Sixth Street
Berkeley, CA 94710
- 510-644-2555 TDD
- 1-800-466-4232
- 510-841-8645 Fax
- dredf@dredf.org

Contact: Diane Lipton

Vietnamese Parents of Disabled Children
314 Gina Dr.
Carson, CA 90745-3617
- 310-370-6704
- 310-542-0522 Fax
- chutran@juno.com

Contact: The-Luyen Chu

Exceptional Parents Unlimited
4120 N. First St.
Fresno, CA 93726
- 209-229-2000
- 209-229-2956 Fax
- epui@cybergate.com

Contact: Marian Karian

Loving Your Disabled Child
4715 Crenshaw Blvd.
Los Angeles, CA 90043
- 213-299-2925
- 213-299-4373 Fax
- lydc@pacbell.net

Contact: Theresa Cooper

Parents of Watts
10828 Lou Dillon Avenue
Los Angeles, CA 90059
- 213-566-7556
- 213-569-3982 Fax

Contact: Alice Harris

TASK, San Diego
3750 Convoy St., Suite 303
San Diego, CA 92111-3741
- 619-874-2386
- 619-874-2375 Fax

Contact: Richard Miller

Family Network of California
594 Monterey Blvd.
San Francisco, CA 94127-2416
- 415-841-8820
- 415-841-8824 Fax

Contact: Lois Jones

Support for Families of Children with Disabilities
2601 Mission #710
San Francisco, CA 94110-3111
- 415-282-7494
- 415-282-1226 Fax
- sfcdmiss@aol.com

Contact: Juno Duenas

Matrix
555 Northgate Drive, Suite A
San Rafael, CA 94903
- 415-499-3877 Voice
- 415-499-3854 TDD
- 1-800-578-2592
- 415-507-9457 Fax
- matrix@marin.k12.ca.us
- marin.org/edu/matrix

Contact: Deidre Hayden

Parents Helping Parents
3041 Olcott St.
Santa Clara, CA 95054-3222
- 408-727-5775 Voice
- 408-727-7655 TDD
- 408-727-0182 Fax
- info@php.com
- www.php.com

Contact: Mary Ellen Peterson

Colorado

PEAK Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
- 719-531-9400 Voice
- 719-531-9403 TDD
- 1-800-284-0251
- 719-531-9452 Fax
- PKPARENT@aol.com

Contact: Barbara Buswell/Judy Martz

Connecticut

CPAC
5 Church Lane, Suite 4
P.O. Box 579
East Lyme, CT 06333
- 860-739-3089 Voice & TDD
- 1-800-445-2722 in CT
- 860-739-7460 Fax (Call first to dedicate line)
- cpacinc@aol.com
- members.aol.com/cpacinc/cpac.htm

Contact: Nancy Prescott

Delaware

Parent Information Center (PIC)
700 Barksdale Road, Suite 3
Newark, DE 19711
- 302-366-0152 Voice
- 302-366-0178 TDD
- 302-366-0276 Fax
- PEP700@aol.com

Contact: Marie-Anne Aghazadian

District of Columbia

COPE
300 I Street NE, Suite 112
Washington, DC 20002
- 202-543-6482
- 1-800-515-COPE (National)
- 202-543-6682 Fax
- cope@erols.com

Contact: Nichelle Ames / Jackeline Bustos

Florida

Family Network on Disabilities
2735 Whitney Road
Clearwater, FL 33760-1610
- 813-523-1130
- 1-800-825-5736 in FL
- 813-523-8687 Fax
- fnd@gate.net
- www.gate.net/fnd

Contact: Jan LaBelle

Parent Empowerment Project
332 W. Alvarez Avenue
Clewiston, FL 33440
- 941-983-4417
- fnd@gate.net

COFFO, Inc.
305 S. Flagler Avenue
P.O. Box 900368
Homestead, FL 33090
- 305-246-0357
- 305-246-2445 Fax

Contact: Santiago Garcia

Georgia

Parents Educating Parents and Professionals for All Children (PEPPAC)
8318 Durelee Lane, Ste 101
Douglasville, GA 30134
- 770-577-7771
- 770-577-7774 Fax
- PEPPAC@aol.com

Contact: Linda Shepard

Hawaii

AWARE
200 N. Vineyard Blvd., Suite 310
Honolulu, HI 96817
- 808-536-9684 Voice
- 808-536-2280 Voice & TTY
- 808-537-6780 Fax

Contact: Jennifer Schember-Lang

Idaho

Idaho Parents Unlimited, Inc.
4696 Overland Road, Suite 478
Boise, ID 83705
- 208-342-5884 Voice & TDD
- 1-800-242-4785
- 208-342-1408 Fax
- ipul@rmci.net
- home.rmci.net/IPUL

Contact: Ruth Griggs

Illinois

Designs for Change
6 North Michigan Ave., Suite 1600
Chicago, IL 60602
- 312-857-9292 Voice
- 312-857-1013 TDD
- 1-800-851-8728
- 312-857-9299 Fax
- dfc1@aol.com

Contact: Donald Moore/Ann Robinson

Family Resource Center on Disabilities
20 E. Jackson Blvd., Room 900
Chicago, IL 60604
- 312-939-3513 Voice
- 312-939-3519 TTY & TDD
- 1-800-952-4199 in IL
- 312-939-7297 Fax

Contact: Charlotte Des Jardins

National Center for Latinos with Disabilities
1921 South Blue Island Ave.
Chicago, IL 60608
- 312-666-3393 Voice
- 312-666-1788 TTY
- 1-800-532-3393
- 312-666-1787 Fax
- ncld@interaccess.com

Contact: Maria Elena Rodriguez-Sullivan

Family T.I.E.S. Network
830 South Spring
Springfield, IL 62704
- 217-544-5809
- 1-800-865-7842
- 217-544-6018 Fax
- ftiesn@aol.com

Contact: Deb Kunz

Indiana

IN*SOURCE
809 N. Michigan St.
South Bend, IN 46601-1036
- 219-234-7101
- 1-800-332-4433 in IN
- 219-234-7279 Fax
- insource@inspeced.ccmail.compuserve.com
- homei.gte.net/insource

Contact: Richard Burden

Iowa

SEEK Parent Center
4405 98th Street
Urbandale, IA 50322
- 515-276-8470

Contact: Kate Payne

Kansas

Families Together, Inc.
3340 W Douglas, Ste 102
Wichita, KS 67203
- 316-945-7747
- 1-888-815-6364
- 316-945-7795 Fax
- fmin@feist.com
- www.kansas.net/family

Contact: Connie Zienkewicz

Kentucky

Family Training & Information Center
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
- 502-456-0923
- 1-800-525-7746
- 502-456-0893 Fax
- apininc@aol.com

Contact: Paulette Logsdon

Louisiana

Project PROMPT
4323 Division Street, Suite 110
Metairie, LA 70002-3179
- 504-888-9111
- 1-800-766-7736
- 504-888-0246 Fax
- fhfgno@ix.netcom.com

Contact: Leah Knight

Pyramid Parent Training Project
3132 Napoleon Ave.
New Orleans, LA 70125
- 504-895-5970
- 504-899-5739 Fax

Contact: Ursula Markey

Maine

Special Needs Parent Information Network
P.O. Box 2067
Augusta, ME 04338-2067
- 207-582-2504
- 1-800-870-SPIN in ME
- 207-582-3638 Fax
- lachance@SATURN.caps.maine.edu

Contact: Janice LaChance

Maryland

Parents Place of Maryland, Inc.
7257 Parkway Drive, Suite 210
Hanover, MD 21076-1306
- 410-712-0900 Voice & TDD
- 410-712-0902 Fax
- parplace@aol.com
- www.somerset.net/ParentsPlace

Contact: Josie Thomas

Massachusetts

Federation for Children with Special Needs
95 Berkeley St., Suite 104
Boston, MA 02116
- 617-482-2915 Voice and TTY
- 1-800-331-0688 in MA
- 617-695-2939 Fax
- fcsninfo@fcsn.org
- www.fcsn.org/

Contact: Richard J. Robison

IPEST
202 Lake Street
P.O. Box 4081
Vineyard Haven, MA 02568
- 508-693-8612
- 508-693-7717 Fax

Contact: Carol Kennedy

Michigan

UPBEATT
9950 Fielding
Detroit, MI 48228
- 313-837-1343
- 313-837-0358 Fax

Contact: Edith Sharp

CAUSE
3303 W. Saginaw, Suite F-1
Lansing, MI 48917-2303
- 517-886-9167 Voice & TDD
- 1-800-221-9105 in MI
- 517-886-9775 Fax
- info_cause@voyager.net

Contact: Sue Pratt/Patrick Strong

Parents are Experts
23077 Greenfield Road, Suite 205
Southfield, MI 48075-3744
- 248-557-5070 Voice & TDD
- 248-557-4456 Fax
- ucpdetroit@aol.com

Contact: Jessie Mullins

Minnesota

PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
- 612-827-2966 Voice
- 612-827-7770 TTY
- 1-800-537-2237 in MN
- 612-827-3065 Fax
- pacer@pacer.org
- www.pacer.org

Contact: Paula Goldberg/Marge Goldberg

Mississippi

Project Empower
1427 S. Main, Suite 8
Greenville, MS 38701
- 1-800-337-4852
- 601-332-4852
- 601-332-1622 Fax

Contact: Agnes Johnson

Parent Partners
3111 North State St.
Jackson, MS 39216
- 601-366-5707
- 1-800-366-5707 in MS
- 601-362-7361 Fax
- ptiofms@misnet.com

Contact: Aretha Lee

Missouri

Missouri Parents Act
208 East High Street, Room I
Jefferson City, MO 65101
- 573-635-1189
- 573-635-7802 Fax

Contact: Kent Kolaga

Parent Education & Advocacy Resource Support
MPACT
3100 Main, Suite 303
Kansas City, MO 64111
- 816-531-7070
- 816-531-4777 Fax
- mpactcs@coop.crn.org

Contact: Carolyn Stewart

Montana

Parents Let's Unite for Kids
1500 North 30th St., Room 183
Special Education Building
Billings, MT 59101-0298
- 406-657-2055
- 1-800-222-7585 in MT
- 406-657-2061 Fax
- PLUKMT@aol.com

Contact: Katharin Kelker

Nebraska

Nebraska Parents' Information & Training Center
3610 Dodge St., Suite 102
Omaha, NE 68131
- 402-346-0525 Voice & TDD
- 1-800-284-8520
- 402-346-5253 Fax
- npc@uswest.ne.net
- techlab.esu3.k12.ne.us/npc/ParentsCenter.html

Contact: Glenda Davis

Nevada

Nevada Parents Encouraging Parents (PEP)
601 S. Rancho Dr., Suite C25
Las Vegas, NV 89106
- 702-388-8899
- 1-800-216-5188
- 702-388-2966 Fax
- nvpep@vegas.infi.net

Contact: Karen Taycher

New Hampshire

Parent Information Center
P.O. Box 2405
Concord, NH 03302-2405
- 603-224-7005 Voice & TDD
- 1-800-232-0986 in NH
- 603-224-4365 Fax
- picnh@aol.com

Contact: Judith Raskin

New Jersey

Statewide Parent Advocacy Network (SPAN)
35 Halsey Street, 4th Floor
Newark, NJ 07102
- 973-642-8100
- 1-800-654-SPAN
- 973-642-8080 Fax
- autind@aol.com
- www.geocities.com/Athens/Parthenon/7235

Contact: Diana MTK Autin

New Mexico

EPICS Project
P.O. Box 788
Bernalillo, NM 87004
- 505-867-3396
- 1-800-765-7320 Voice & TDD
- 505-867-3398 Fax
- epics@highfiver.com

Contact: Martha J. Gorospe
Please note: EPICS serves parents of Native American children nationwide.

Parents Reaching Out, Project ADOBE
1000-A Main St. NW
Los Lunas, NM 87031
- 505-865-3700 Voice & TDD
- 1-800-524-5176 in NM
- 505-865-3737 Fax

Contact: Sallie VanCuren
- Sallievc@aol.com

New York

Advocates for Children of New York
105 Court Street, Ste. 402
Brooklyn, NY 11201
- 718-624-8450
- 718-624-1260 Fax
- advocati@idt.com

Contact: Ana Espada / Galen Kirkland

United We Stand
c/o Francis of Paola Preschool
201 Conselyea Street
Brooklyn, NY 11206
- 718-782-1462
- 718-782-8044 Fax

Contact: Lourdes Putz

Parent Network Center
250 Delaware Avenue, Suite 3
Buffalo, NY 14202
- 716-853-1570 Voice
- 716-853-1573 TDD
- 1-800-724-7408 in NY
- 716-853-1574 Fax

Contact: Joan Watkins

Resources for Children with Special Needs
200 Park Ave. S., Suite 816
New York, NY 10003
- 212-677-4650
- 212-254-4070 Fax
- resourcesnyc@prodigy.net
- www.epsty.com/resourcesnyc

Contact: Karen Schlesinger

Sinergia/Metropolitan Parent Center
15 West 65th St., 6th Floor
New York, NY 10023
- 212-496-1300
- 212-496-5608 Fax
- Sinergia@panix.com
- www.panix.com/sinergia

Contact: Richard Lash/Myrta Cuadra

North Carolina

ECAC, Inc.
P.O. Box 16
Davidson, NC 28036
- 704-892-1321
- 1-800-962-6817 in NC
- 704-892-5028 Fax (Call first to dedicate line)
- ECAC1@aol.com

Contact: Connie Hawkins/Mary LaCorte

North Dakota

Native American Family Network System
Arrowhead Shopping Center
1600 2nd Avenue SW
Minot, ND 58701
- 701-852-9426 Voice
- 701-852-9436 TTY
- 1-800-245-5840 in ND
- 701-838-9324 Fax
- ndpath01@minot.ndak.net
- www.ndcd.org/pathfinder

Contact: Jan Blowers

Pathfinder Family Center
Arrowhead Shopping Center
1600 2nd Ave. SW
Minot, ND 58701
- 701-852-9426 Voice
- 701-852-9436 TTY
- 701-838-9324 Fax
- ndpath01@minot.ndak.net
- www.ndcd.org/pathfinder

Contact: Kathryn Erickson

Ohio

Child Advocacy Center
1821 Summit Road, Suite 303
Cincinnati, OH 45237
- 513-821-2400
- 513-821-2442 Fax
- CADCenter@aol.com
- Contact: Cathy Heizman

Ohio Coalition for the Education of Children with Disabilities
Bank One Building
165 West Center St., Suite 302
Marion, OH 43302-3741
- 614-382-5452 Voice & TDD
- 1-800-374-2806
- 614-383-6421 Fax
- ocecd@edu.gte.net

Contact: Margaret Burley

Oklahoma

Parents Reaching Out in Oklahoma
1917 S. Harvard Avenue
Oklahoma City, OK 73128
- 405-681-9710
- 1-800-PL94-142
- 405-685-4006 Fax
- prook1@aol.com
- www.ucp.org/probase.htm

Contact: Sharon Bishop

Oregon

Oregon COPE Project
999 Locust St. NE
Salem, OR 97303
- 503-581-8156 Voice & TDD
- 1-888-505-COPE
- 503-391-0429 Fax
- orcope@open.org

Contact: Jill Crawford

Pennsylvania

Parents Union for Public Schools
311 S. Juniper St., Suite 200
Philadelphia, PA 19107
- 215-546-1166
- 215-731-1688 Fax
- ParentsU@aol.com

Contact: Janet Lonsdale

Parent Education Network
333 East Seventh Avenue
York, PA 17404
- 717-845-9722 Voice & TTY
- 1-800-522-5827 in PA
- 1-800-441-5028 Spanish in PA
- 717-848-3654 Fax
- pen@parentednet.org
- www.homepagecreations.com/pen/

Contact: Louise Thieme

Puerto Rico

Parents Training Parents by APNI
Asociacion de Padres
Pro-Bienestar de Niños con Impedimentos
de Puerto Rico, Inc.
P.O. Box 21301
San Juan, PR 00928-1301
- 787-250-4552
- 1-800-981-8492
- 1-800-949-4232
- 787-767-8492 Fax
- APNIPR@PRTC.net

Contact: Carmen Selles de Vila

Rhode Island

Rhode Island Parent Information Network
500 Prospect Street
Pawtucket, RI 02860
- 401-727-4144 Voice
- 401-727-4151 TDD
- 1-800-464-3399 in RI
- 401-727-4040 Fax

Contact: Deanna Forist

South Carolina

PRO-PARENTS
2712 Middleburg Drive, Suite 203
Columbia, SC 29204
- 803-779-3859 Voice & TDD
- 1-800-759-4776 in SC
- 803-252-4513 Fax
- pro-parents@aol.com

Contact: Mary Eaddy

South Dakota

Tokata Ho/Voices of the Future
Parent Training Project
P.O. Box 937
Pine Ridge, SD 57770
- 605-867-1314
- 605-867-5832 Fax

Contact: Carol Ironrope Herrera

South Dakota Parent Connection
3701 West 49th St., Suite 200B
Sioux Falls, SD 57106
- 605-361-3171 Voice & TDD
- 1-800-640-4553 in SD
- 605-361-2928 Fax
- jdiehl@sdparentconnection.con
- dakota.net/sdpc

Contact: Monica Degen

Tennessee

STEP
424 E. Bernard Ave., Suite 3
Greeneville, TN 37745
- 423-639-0125 Voice
- 423-636-8217 TDD
- 1-800-280-STEP in TN
- 423-636-8217 Fax
- tnstep@aol.com
- www.tnstep.org

Contact: Nancy Diehl

Texas

Partners Resource Network, Inc.
1090 Longfellow Drive, Suite B
Beaumont, TX 77706-4819
- 409-898-4684 Voice & TDD
- 1-800-866-4726 in TX
- 409-898-4869 Fax
- TXPRN@juno.com
- www.salsa.net/path

Contact: Janice Meyer

Grassroots Consortium
6202 Belmark
P.O. Box 61628
Houston, TX 77208-1628
- 713-643-9576
- 713-643-6291 Fax
- SpecKids@aol.com

Contact: Agnes A. Johnson
Please note: Grassroots is a national multicultural consortium of Community Parent Resource Centers.

Project PODER
1017 N. Main Ave., Suite 207
San Antonio, TX 78212
- 210-222-2637
- 1-800-682-9747 in TX only
- 210-222-2638 Fax
- poder@world-net.com

Contact: Yvette Hinojosa

Utah

Utah Parent Center
2290 East 4500 S., Suite 110
Salt Lake City, UT 84117
- 801-272-1051
- 1-800-468-1160 in UT
- 801-272-8907 Fax
- upc@inconnect.com

Contact: Helen Post

Vermont

Vermont Parent Information Center
1 Mill Street, Suite A7
Burlington, VT 05401
- 802-658-5315 Voice & TDD
- 1-800-639-7170 in VT
- 802-658-5395 fax
- vpic@together.net
- www.together.net/vpic

Contact: Connie Curtin

Virgin Islands

V.I. FIND
#2 Nye Gade
St. Thomas, US VI 00802
- 340-775-3962
- 340-774-1662
- 340-775-3962 Fax

Contact: Catherine Rehema Glenn

Virginia

Parent Educational Advocacy Training Center
10340 Democracy Lane, Suite 206
FairFax, VA 22030-2518
- 703-691-7826
- 1-800-869-6782 in VA only
- 703-691-8148 Fax
- peatcinc@aol.com
- members.aol.com/peatcinc/index.htm

Contact: Cheri Takemoto

Washington

PAVE/STOMP (Specialized Training of Military Parents)
6316 South 12th St.
Tacoma, WA 98465
- 253-565-2266 Voice & TTY
- 1-800-572-7368
- 253-566-8052 Fax
- wapave9-2@idt.net
- idt.net/wapave9

Contact: Heather Hebdon

Washington PAVE
6316 South 12th
Tacoma, WA 98465-1900
- 253-565-2266 Voice & TDD
- 1-800-572-7368 in WA
- 253-566-8052 Fax
- wapave9@idt.net
- idt.net/wapave9

Contact: Joanne Butts

West Virginia

West Virginia PTI
371 Broaddus Ave
Clarksburg, WV 26301
- 304-624-1436 Voice & TTY
- 1-800-281-1436 in WV
- 304-624-1438 Fax
- wvpti@aol.com

Contact: Pat Haberbosch

Wisconsin

Parent Education Project of Wisconsin
2192 South 60th Street
West Allis, WI 53219-1568
- 414-328-5520 Voice
- 414-328-5525 TDD
- 1-800-231-8382 in WI only
- 414-328-5530 fax
- colletti@omnifest.uwm.edu
- www.waisman.wisc.edu/rowley/pep/home.htmlx

Contact: S. Patrice Colletti, SDS

Wyoming

Parent Information Center
5 North Lobban
Buffalo, WY 82834
- 307-684-2277 Voice & TDD
- 1-800-660-9742 in WY
- 307-684-5314 Fax
- tdawsonpic@vcn.com

Contact: Terri Dawson

Opening the Door to Education Reform is a two-volume set which explores the issues of standards (in Volume I) and educational assessment and accountability (in Volume II), specifically as they relate to students with special needs. In direct, consise language each volume gives readers a guided tour of the topics in a manner that is easy to understand. Parents, instructors, policy-makers, and administrators will find a useful roadmap through two of the major school reform issues impacting students with special needs. Bibliographies/Resource Lists lead readers to additional information.

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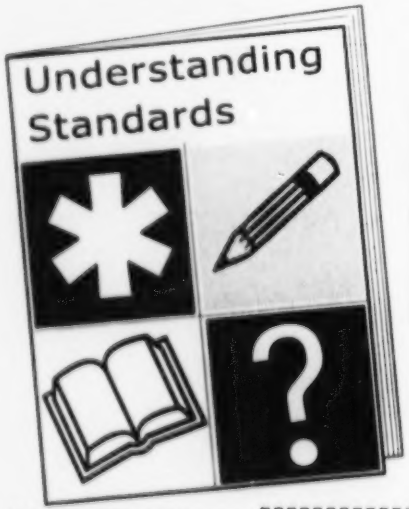

Opening the Door
to Education Reform

jointly prepared by

PEER: Parents Engaged in Education Reform
a project of the Federation for Children with Special Needs

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Volume I selected subjects: types of standards, content versus performance, reasons for developing standards, process for development, national, state, and local issues, difficulty/challenge levels, consequences, exceptions, exemptions, multiple/varied standards, opportunity to learn, ways to get involved. 22 pp.

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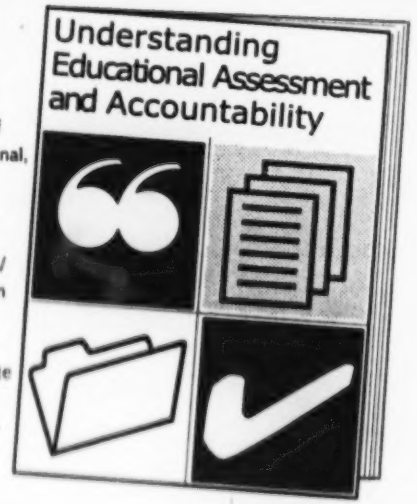

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